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ABSTRACT

This final report describes activities and accomplishments of a federally supported 3-year project in South Carolina which provided: (1) special education and related services to children with deaf-blindness for whom the State Education Agency was not obligated to make available a free appropriate public education, and (2) technical assistance to special education and related services personnel and parents of children with deaf-blindness for whom the State Education Agency is obligated to make available a free appropriate public education. The program involved two components: direct service to infants and toddlers, and systems change to provide equitable quality programs and coordinated services in the least restrictive environment through a regional resource model. Individual sections of the report address the project's purpose, goals and objectives, conceptual framework, accomplishments/outcomes, problems and how they were resolved, and impact. Attachments contain proposals for subcontracts, a manual for replication of regional services, agendas and evaluation summaries of conferences and workshops, and a plan of action for the Materials Resource Center. (DB)

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ED 393 282

FINAL REPORT

GRANT FOR SERVICES FOR CHILDREN AND YOUTH WITH DEAF-BLINDNESS PROGRAM

34 CFR 307

IN SOUTH CAROLINA

CDFA Number 84.025

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Submitted by
South Carolina Department of Education

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EXECUTIVE SUMMARY

The South Carolina Department of Education utilized the resources of the 307.11 grant, Services for Children and Youth with Deaf-Blindness, to provide services to infants and toddlers with deaf-blindness for whom the State Education Agency was not obligated to make available free appropriate public education and to provide technical assistance services to families and teachers of children with deaf-blindness (3-21) through the establishment of a regional resource model of technical assistance delivery.

At the time the project was funded, the State Education Agency was not mandated to serve children with disabilities ages birth through 2. During the first two years of the project, the South Carolina Department of Education established a memorandum of agreement with the South Carolina Department of Health Environmental Control, the lead agency for Part H, to identify infants and toddlers with deaf-blindness and provide technical assistance to their families. The preschool consultant with the South Carolina Department of Education coordinated the efforts with the part H agency to develop comprehensive child find systems and public awareness. Infants and toddlers who were identified as deaf-blind received evaluations and services through the INSITE program operated by the South Carolina School for the Deaf and Blind. The families of infants and toddlers with deaf-blindness received direct services from this program and participated in family workshops and other technical assistance activities.

There was a change in the focus of this goal for the third year of the project when the State mandated the provision of a free appropriate public education and related services for all children with disabilities ages birth through twenty one. As federal law prohibits the provision of direct services for infants and toddlers for which the state is obligated to make available a free appropriate education, it was necessary to revise the goal for serving this population. It was determined that since intensive technical assistance was available in the regional resource model project, additional awareness activities and technical assistance should be targeted to assist with identification of children and youth with deaf-blindness and provide technical assistance to families and teachers statewide. To achieve this goal, a subcontract was awarded to the South Carolina School for the Deaf and Blind to conduct technical assistance for families and professionals

The second initiative of the project was to provide equitable and effective programs in the least restrictive environment for children and youth with deaf-blindness through the establishment of a regional resource model for service delivery. The South Carolina Department of Education with assistance of the State Advisory Committee identified a critical need for equitable and quality service delivery to meet the wide array of needs of students with low incidence disabilities including deaf-blindness in rural areas. The findings of previous projects revealed that there were few individuals trained in the state to provide technical assistance to teachers and families of children and youth with deaf-blindness. This was of special concern in rural areas with limited resources for all children with low incidence disabilities. The project proposed to establish a regional resource model service delivery system that could be replicated statewide which encouraged school

districts in rural areas to share resources on a regional basis to insure that all children with low incidence disabilities including deaf-blindness received equitable and quality programs in the least restrictive educational environment. To achieve this goal, an RFP was awarded to a consortia of seventeen (17) school districts (Project SHARE) to operate a model project to demonstrate the effectiveness of the regional resource service delivery concept for serving children with low incidence disabilities.

Intensive training was provided to key personnel in the regional resource model project region in order to build capacity within the region to provide technical assistance to teachers and families. Specific information about the training activities and outcomes are included in this report. The benefits of providing training relative to specific strategies for working with children and youth with deaf-blindness to staff in a regional area was clearly demonstrated. The coordinator of the regional project as well as teachers of children with hearing impairments, visual impairments and severe profound disabilities and related services personnel were included in the training and are now available to assist teachers and families in the region This concept of building local capacity formed the basis for the current project which utilizes these individuals to provide technical assistance to teachers and families in other regions of the state. Additionally this goal included an objective to develop a plan for a statewide materials resource center to insure that materials are readily available for this population. This plan of action became the design for the current materials resource center which is funded by the 1995-99 307.11 project and located in the Project SHARE consortia.

The school district consortia, (Project SHARE) and the South Carolina School for the Deaf and Blind sponsored a statewide conference to make districts and agencies aware of the needs of children and youth with deaf-blindness and the benefit of providing these services in regional resource model.

The specific activities and outcomes are provided in detail in this report. The result that is most apparent is the existence of a collaborative spirit among school districts and agencies currently serving children and youth with deaf-blindness. The child identification and awareness activities have resulted in an increase in the number of students reported for the Deaf-Blind census from 89 in 1992 to 333 in 1995 (a 270% increase) and numerous requests from families and teachers for technical assistance.

PURPOSE, GOALS AND OBJECTIVES OF THE PROJECT

Purpose

The South Carolina Department of Education, in the interest of effective and efficient services, designed this project to address two significant priorities related to services for children with deaf-blindness. The priorities were:

1. Provide special education and related services to children with deaf-blindness for whom the State Education Agency is not obligated to make available a free appropriate public education.

2. Provide technical assistance to special education and related services personnel and parents for children with deaf-blindness for whom the State Education Agency is obligated to make available a free appropriate public education.

Goals that this project accomplished were:

I Developed the capability to identify and serve children with deaf-blindness, ages birth through 2.

II. Provided effective and equitable programs and coordinated services in the least restrictive environment for children with deaf-blindness through a regional resource model.

III. Provided technical assistance to families of children with deaf-blindness, ages birth through 21.

IV. Coordinated all activities of the Title VI-C Grant for Services to Children With Deaf-Blindness.

These four goals evolved around two components: (1) direct service to infants and toddlers with deaf-blindness (ages birth through two) through a memorandum of agreement with the state's lead agency under Part H, the Department of Health and Environmental Control (DHEC) during the first two years of the project; and (2) a systems change component implemented through awarding a subcontract to a consortia of districts to provide equitable quality programs and coordinated services in the least restrictive environment through a regional resource model.

Goal I was revised during year three (3) of the project to accommodate a change in state mandate of services to all children with disabilities birth through 21. The change in this goal reflected a focus on delivery of statewide technical assistance for parents, teachers and other professionals.

Overall project supervision and implementation of goals and objectives were provided by four education program consultants employed by the Office of Programs for Exceptional Children, South Carolina Department of Education. These state employed consultants had expertise in the areas of deaf-blindness, appropriate early intervention techniques, appropriate educational programming for both children with hearing impairments and visual impairments, and proper grant coordination. Additionally, outside consultants provided expert technical assistance, assessment and evaluation services and information on developing family and agency support systems for children with deaf-blindness. The goals were enhanced also by: (1) purchasing services from professionals with expertise and experience in education of children with deaf-blindness; (2) drawing upon resources of demonstration models; (3) requesting assistance from technical assistance projects such as Helen Keller and TRACES; and (4) developing interagency collaboration with education and/or related services agencies and non-profit parent organizations.

Objectives Established For Project:

Goal I: The project established the following objectives to develop the capability to identify and serve children with deaf-blindness, ages birth through two years old.

1) Develop a comprehensive child find system and public awareness program.

2) Implement a system to provide comprehensive evaluation of infants and toddlers who are likely to be diagnosed as having deaf-blindness.

3) Implement a system of service delivery to identified infants and toddlers with deaf-blindness. (this goal was revised for the third year of the program as it was not appropriate to continue providing direct services)

Goal II: The following objectives were established to provide effective and equitable programs and coordinated services for children in the least restrictive environment with deaf-blindness through regional resource models.

1) Establish a South Carolina Department of Education task force comprised of parents, superintendents, administrators of special education, principals, teachers, related service personnel, and representatives of other agencies to develop a statewide **Strategic Plan** for regionalization of resources for children with deaf-blindness and a **Plan of Action** to establish a statewide **Instructional Materials & Technology Resource Center** for children and youth with deaf-blindness.

2) Develop and issue to a consortium of school districts during year one a Request for Proposal (RFP) to design and implement a comprehensive pilot regional resource model.

3) Implement, through the subgrant award, a comprehensive pilot regional resource model for children and youth with deaf-blindness during year two.

4) Reassemble the South Carolina Department of Education task force for two meetings during year two.

5) Continue implementation, through the subgrant award, a comprehensive pilot regional resource model for children and youth with deaf-blindness during year three.

6) Conduct awareness activities relative the replication of the regional resource model for children and youth with deaf-blindness.

7) Propose State Board of Education adoption and implementation of the statewide **Strategic Plan** for regionalization of services for children and youth with deaf-blindness and the **Plan of Action** to establish a statewide **Instructional Materials & Technology Resource Center** for children and youth with deaf-blindness.

Goal III: The following objectives were developed to provide technical assistance to families of children with deaf-blindness.

1) Provide training to parents based on needs assessment (Part H component).

2) Provide training to parents based on needs assessment (Regionalization component).

3) Assist parents with the integration of children with deaf-blindness with other children with other disabilities or without disabilities.

4) Assist parents with the development of IFSPs, IEPs, and Transition Plans for their children with deaf-blindness.

5) Assist parents with the transition of their children from toddler to public school and from public school to post school services.

Goal IV: The following objectives were designed to coordinate activities of the 307.11 Grant for services to children and youth with deaf-blindness.

1) Determine current status for activities funded with 307.11 funds.

2) Update Census Report for children with deaf-blindness.

3) Coordinate information/activities of Part H, P.L. 100-297 and state agencies.

CONCEPTUAL FRAMEWORK

This project was designed to address concerns identified in South Carolina relative to the provision of a free appropriate public education and related services for children and youth with deaf-blindness birth to twenty-one.

Children with deaf-blindness are among the most expensive and difficult disability populations to serve appropriately in the public schools. Owing to their unique educational needs which frequently prohibit their access to the core curriculum and owing to their need for costly and often unavailable supplementary aids, supplementary services, and related services, children with deaf-blindness are often deprived of the opportunity to fully and equally participate in the educational system.

In South Carolina equality and excellence in the provision of special education and related services to the children and youth with deaf-blindness is far from becoming a reality in the majority of school districts. In a few of the larger school districts (i.e., those located in more densely populated metropolitan areas) the instructional models, related/supplementary services, special equipment/aids, and other resources needed by children with deaf-blindness are generally available either through school-based programs or contractual arrangements. However, in smaller school districts and in rural remote areas, where the base pupil population is relatively small, these programs and services are generally unavailable or extremely expensive to provide.

Federal and State laws mandate that public school systems provide for the education of all children with deaf-blindness. Because deaf-blindness occurs in the general population so infrequently, it is often economically not feasible for school districts, especially small, rural and remote systems, to offer appropriate programs and services for children with this disability.

The lack of sufficient numbers of children with deaf-blindness at all age and severity levels limits what an individual school district can do to provide appropriate services. In smaller school districts, the problems of educating such students are magnified in relation to the ability to solve them. In fact, it often becomes an economic impossibility to provide effective and comprehensive services for the entire range of children with deaf-blindness.

Research and surveys of other states indicated that one of the most cost effective methods for advancing equal educational services for the children and youth with deaf-blindness is through a coordinated and cooperative regional resource model. Many states have turned to regionalization to appropriately address the needs of children with deaf-blindness.

Regionalization is a logical and widely accepted means of aiding school systems to ameliorate the numerous barriers to providing appropriate special education and related services for children with deaf-blindness. By viewing service delivery to the children and youth with deaf-blindness on a regional rather than a district-by-district basis, more appropriate instructional programming, supplementary aids, supplementary services, and related services can be provided at a greatly reduced cost. By sharing the educational responsibility and financial obligation via a regional approach, school districts can collectively achieve equality and excellence in meeting the needs of this frequently unserved or underserved population.

During the 1990-91 school year, a task force consisting of teachers of the visually impaired and administrators of special education was convened by the South Carolina Department of Education to identify weaknesses in services provided to pupils with visual disabilities (another underserved low-incidence population). The task force recommended that the state develop a plan for regionalization of services and develop an instructional materials/technology resource center to support the regions with technical assistance.

The recommendations of this Task Force appear to be consistent with strategic plans being developed and initiated in other states to meet the needs of the low-incidence disability populations by enhancing the services provided to these children through regional models. By utilizing the regionalization concept, the population base of children with deaf-blindness can be increased, thus, creating a more equitable, efficient, and effective use of resources.

Based on the these findings and theories, the goals, objectives, and yearly activities were proposed for implementing regional resource models throughout South Carolina for children with deaf-blindness to ensure that these pupils received equitable quality programs designed to meet their unique educational needs.

The efficacy of early intervention services for young children with disabilities has been documented through numerous research projects. In recognition of the need to provide appropriate services to infants and toddlers with disabilities, the United States Congress passed P. L. 99-457 which was later incorporated in IDEA as part H.

The original focus of this project was to support the state efforts and the lead agency for Part H to strengthen the statewide initiative for coordinated services for children and youth with deaf-blindness and other low incidence populations. This project was initially designed to provide evaluation and special education and related services for children and youth with deaf-blindness for whom the State Education Agency was not responsible. In order to assure statewide linkages, the Babynet program coordinated by the Department of Health and Environmental Control was selected as the appropriate subcontract site to deliver these services. Family involvement and support are key to later success. This program was designed to support families in their efforts to meet the needs of their children and youth with deaf-blindness. Based on these findings, the project was designed to provide direct serves for infants and toddlers, child identification and evaluation and family training.

DESCRIPTION OF PROJECT ACCOMPLISHMENTS/OUTCOMES

Goal I: **To develop the capability to identify and serve children with deaf-blindness, ages birth through two years old.**

Objectives

1) Develop a comprehensive child find system and public awareness program.

2) Implement a system to provide comprehensive evaluation of infants and toddlers who are likely to be diagnosed as having deaf-blindness.

3) Implement a system of service delivery to identified infants and toddlers with deaf-blindness (*this goal was revised for the third year of the program owing to change in state statute)*.

Outcomes/Accomplishments

To address this goal, a memoranda of agreement was developed with the lead agency for Part H which coordinated the child find activities and provided comprehensive evaluations for children suspected of having dual sensory impairments. The children who were identified through comprehensive evaluation were referred to the South Carolina School for the Deaf and Blind for services through the INSITE project. This is a curriculum designed to deliver home based early intervention services to families of children with deaf-blindness and children who are visually impaired and multiply impaired. At the beginning of the project period, there were six (6) children, birth through two who were identified as having dual sensory impairments. At the end of the first year of funding, 23 children had been identified and were receiving services. At the end of the second year of funding, 34 children (birth through two) with deaf-blindness were receiving direct services through the project. **Child identification and evaluation increased the number of children (birth-2) from six (6) to thirty-four (34) over the first two years of the grant period. This represents an increase of 460%.**

For funding year 1994-95, Goal I was revised to comply with legislation mandating provision of free appropriate public education and related services to children with disabilities from birth to 21. Although funding from the project ceased, services were continued to these students through other funding sources provided by the State. Owing to the demonstration of needs, number of students identified and the efficacy of the services delivered, the State was able to support requests to continue the services through other resources.

An RFP was developed and approved by the State Advisory Committee for an agency to expand these services to include statewide awareness activities and parent training during the final year of the project. The South Carolina School for the Deaf and Blind was awarded the subgrant in January 1995 *(Attachment A)*. The proposal included developing and providing statewide awareness activities and a family training component to include a Family Learning Vacation.

The South Carolina School for the Deaf and Blind requested a no cost extension to conduct the Family Learning Vacation owing to the maternity leave of the director of this activity. The activity was held on the campus of the South Carolina School for the Deaf and Blind November, 3-5, 1995. Sixteen families from across the state participated in the weekend experience and the project received very positive feedback in the satisfaction survey. The agenda and satisfaction survey are attached in *Attachment B*. One hundred percent of the participants reported that the Family Learning Vacation met their expectations and all requested additional training.

The second activity that the South Carolina School for the Deaf and Blind included in the proposal related to statewide training and awareness for professionals regarding the unique needs of children and youth with deaf-blindness. The accomplishments of this activity will be addressed in Goal III.

Goal II: **To provide effective and equitable programs and coordinated services for children in the least restrictive environment with deaf-blindness through regional resource models.**

Objectives

1) Establish a South Carolina Department of Education task force comprised of parents, superintendents, administrators of special education, principals, teachers, related service personnel, and representatives of other agencies to develop a statewide **Strategic Plan** for regionalization of resources for children with deaf-blindness and a **Plan of Action** to establish a statewide **Instructional Materials & Technology Resource Center** for children and youth with deaf-blindness.

2) Develop and issue to a consortium of school districts during year one a Request for Proposal (RFP) to design and implement a comprehensive pilot regional resource model.

3) Implement, through the subgrant award, a comprehensive pilot regional resource model for children and youth with deaf-blindness during year two.

4) Reassemble the South Carolina Department of Education task force for two meetings during year two.

5) Continue implementation, through the subgrant award, a comprehensive pilot regional resource model for children and youth with deaf-blindness during year three.

6) Conduct awareness activities relative the replication of the regional resource model for children and youth with deaf-blindness.

7) Propose State Board of Education adoption and implementation of the statewide Strategic Plan for regionalization of services for children and youth with deaf-blindness and the **Plan of Action** to establish a statewide **Instructional Materials & Technology Resource Center** for children and youth with deaf-blindness.

Outcomes/Accomplishments

A Task Force was named by the Superintendent of Education to develop a strategic plan for regionalization of resources. The Task Force (*Attachment C*) which was comprised of parents, superintendents, administrators of special education, principals, teachers, related service personnel, and representatives of other agencies met June 7 and 8, 1993 to develop the strategic plan. Mr. Jack Hazecamp, Consultant with the California Department of Education provided the task force with information on the regionalization initiative in California. Mr. David Sexton from the University of New Orleans facilitated the meeting and consultation was provided by TRACES. The Task Force recommended developing a model regional service delivery project and identified the components to be addressed in developing the model. The components were incorporated in an RFP which was reviewed and approved by the Task Force prior to dissemination. **The RFP was disseminated statewide to encourage a group of school districts to design a model services delivery system to meet the unique needs of children and youth with deaf-blindness. The RFP was awarded to a consortia of school districts (Project SHARE) on March 31, 1994.**

The Project SHARE proposal was selected based on the extensive experience this consortia had relative to serving low incidence disabilities in a regional model. Much of the infrastructure was in place to allow the model to serve as resource to other districts regarding the technical aspects of regionalization. A project coordinator was employed to design a model that could replicated relative to services for children and youth with deaf-blindness and to conduct technical assistance. **At the time of the grant award, three (3) children and youth with deaf-blindness had been identified in the consortia region. Following the technical assistance and awareness activities provided through the project, eighteen (18) additional students were identified for the 1995 annual census.** *Attachment D* contains a description of the proposal and the consortia comprised of 17 school districts.

A steering committee was appointed to provide local input to the project. Several teachers and related services personnel were identified as key personnel to receive in-depth training and provide intensive technical assistance within the region.

The project coordinator developed a manual (*Attachment E*) on the strategies necessary to develop an effective regional service delivery system to meet the needs of children and youth with deaf-blindness. Classroom teachers had the opportunity to participate in a variety of workshops including: a two part series on communication with children and youth with deaf-blindness with Carolyn Monaco, Coordinator of Deaf-Blind Services at W. Ross McDonald School, Ontario, Canada. Key Personnel were involved in a number of training initiatives which are described in *Attachment F*. The training was designed to increase capacity in the region to provide technical assistance for families and teachers. Included in the training were related services personnel such as Orientation and Mobility specialists, audiologists, teachers of hearing impaired and visually impaired. Satisfaction Surveys indicated that the training activities met the needs of the participants. Consultation was provided on site for some classroom teachers and a number of visits were made to classrooms and teacher by the TRACES consultant.

Awareness activities relative to replication of the project were conducted through a statewide conference September 17-19, 1995. An outcome of the interaction of the two projects resulted in the development of a jointly sponsored conference to provide training to professionals and awareness of the efficacy of the regional resource model. The South Carolina School for the Deaf and Blind and the Project SHARE consortia co-hosted the conference which drew approximately one hundred (100) professionals from agencies and school districts. *Attachment G* includes the agenda and satisfaction survey. The rating of this conference was extremely high with one hundred per cent of the respondents indicating that it met their expectations. Additional comments from participants requested that this type of conference be continued on an annual basis.

A subcommittee of the task force met to develop a plan of action for an Instructional Materials and Technology Resource Center for children and youth with deaf-blindness. An ad hoc committee was formed to include individuals with special expertise in this area. The committee surveyed other states and state agencies to determine the feasibility of the development of a plan for a materials resource center *(Attachment H)*. **The results of the research of the committee and the plan of action supported the funding of a materials center in the 1995-99 307.11 grant.**

Goal III: **To provide technical assistance to families of children with deaf-blindness.**

Objectives

1) Provide training to parents based on needs assessment (Part H component).

2) Provide training to parents based on needs assessment (Regionalization component).

3) Assist parents with the integration of children with deaf-blindness with other children with other disabilities or without disabilities.

4) Assist parents with the development of IFSPs, IEPs, and Transition Plans for their children with deaf-blindness.

5) Assist parents with the transition of their children from toddler to public school and from public school to post school services.

Outcomes/Accomplishments

As indicated in the review of accomplishments in Goal 1, **this objective was accomplished through the parent advisor component of the INSITE Project conducted by the South Carolina School for the Deaf and Blind during the first two years of the grant. Year three, the South Carolina School for the Deaf and Blind conducted a Family Learning Vacation for parents of young children with deaf-blindness.. Sixteen families from across the state attended the weekend conference. Satisfaction surveys of the services indicate that needs were met. Additionally parent training and assistance was provided through the regional model component.**

A parent brochure was developed and parent meetings conducted in the Project SHARE region. Parents of young children responded well to the parent/family initiatives, however, families of older students were not as receptive. It was determined that this goal should be addressed in the 1995-96 project to more appropriately meet family needs. Copies of program agenda, satisfaction surveys and awareness products are included in *Attachment F.*

Goal IV: **To coordinate activities of the 307.11 Grant for services to children and youth with deaf-blindness.**

Objectives

1) Determine current status for activities funded with 307.11 funds.

2) Update Census Report for children with deaf-blindness.

3) Coordinate information/activities of Part H, P.L. 100-297 and state agencies.

The consultant for deaf-blindness for the South Carolina Department of Education was responsible for overall grant administration. Responsibilities included: the selection of individuals to serve on the Task Force, comprised of parents, administrators of special education, principals, teachers, related service personnel, and representatives of other agencies, making all arrangements for the initial Task Force meeting and the meetings of the State Advisory Committee, meeting routinely with the two subcontract coordinators to assure continuity of the project. The outcome was statewide input relative to the scope and progress of the project and increased interagency collaboration among agencies currently serving this population. The jointly sponsored conference demonstrated the effectiveness of interagency sharing of resources, as well as, among school districts and supported the concept of an interagency collaboration project which was funded for the 1995-99 project.

The census data increased during the grant period from 89 children (birth to 21) reported in 1992 to 333 children reported in 1995. The areas of significant increase directly related to the child identification and awareness activities of the grant are reflected in the birth through two (2) population and the public school count. Twenty-nine (29) public school students were reported in the census prior to initiation of the project and the 1995 count includes forty-four (44) public school students which is an increase of 35%. Twenty-one (21) children from birth through age five were identified in the 1992 census as compared to seventy-two (72) in the 1995 count. Two hundred and forty five (245) are reported by the Department of Disabilities and Special Needs. Although a number of these children are institutionalized, the majority are served in community programs, either through early intervention services or other day programs. Discrepancies in eligibility criteria may have some bearing on the way students are identified and reported among agencies. An objective of the currently funded project is to review the cases reported by Department of Disabilities and Special Needs regarding eligibility criteria and documentation as the numbers indicate that there may be some over identification. An outcome of this discussion with the Department of Disabilities and Special Needs was the inclusion of this agency in the interagency collaboration and identification of significant training needs which will be addressed in the 1995-99 project.

Summary

There was consensus among the agency and school representatives that one agency or school district could not adequately provide for all of the special education and related services of children and youth with deaf-blindness, but through coordinating resources in a regional resource model and/or through interagency collaboration, the State could devise technical assistance for children and youth with deaf-blindness to assure comprehensive services are provided in the least restrictive environment. This spirit evolved over time and became the philosophical tenet for the 1995-99 proposal.

The outcome which may provide the most long range benefit to children and youth with deaf-blindness in South Carolina was the cooperative spirit that was developed among school districts and other state agencies relative to sharing resources and expertise to better serve this very unique population.

A DISCUSSION OF PROBLEMS AND HOW THEY WERE RESOLVED INCLUDING DEPARTURES FROM THE ORIGINAL OBJECTIVES OR PLANNED ACTIVITIES

Problems/Resolutions

Issue 1

An issue which required a refocus in project goals was a change in statute relative to the obligation of the state to extend provision of special education and related services to infants and toddlers. During the third year of the project, South Carolina extended the mandate for services for children with disabilities to include children from birth through age 21.

The project director in consultation with the Advisory Committee and other consultants including TRACES reviewed the options regarding this change in focus and determined that the focus should be on provision of awareness and child identification as well as technical assistance for teachers and families statewide. The rationale for this decision related to the impact that was apparent in the regional service delivery system. A request for proposal was disseminated and the South Carolina School for the Deaf and Blind was awarded a grant to provide statewide technical assistance and awareness activities. The proposal included a family learning vacation and training and awareness activities for professionals.

This proposal was selected as it was an appropriate linkage with the previous services for the following reasons: this agency employs the parent advisors with the INSITE project and these individuals are familiar with the families and their training needs; additionally, the project coordinator for the agency holds a masters degree in deaf-blindness and the director of the family learning vacation has extensive experience as a teacher of students with visual impairment a parent advisor with families of children with deaf-blindness and as a national INSITE trainer. The agency has a responsibility to serve this population which increased the likelihood of the availability of ongoing services.

As indicated in the section relating to accomplishments and outcomes, the South Carolina School for the Deaf and Blind developed an excellent program for parents and co-hosted the statewide awareness conference which was so well received.

Issue 2

There were changes in personnel which effected continuity and timelines, but did not result in a major change in goals and objectives. Owing to a variety of circumstances there were personnel changes both at the state level in project administration and within the subgrant to the regional model. The project requested a no cost extension to complete the activities and met the intent of the project goals.

Technical assistance from TRACES was extremely valuable in assisting the new project director to analyze the situation and adjust activities to insure goals were met.

Issue 3

Owing to budgetary constraints in the South Carolina Department of Education and the State, it was not feasible to propose the strategic plan for regionalization of other areas of the state to the State Board of Education. However, the regional project did develop written guidelines to assist others in developing regional services and the staff continues to be available to provide consultation and assistance to districts who indicate interest in developing a regional services delivery concept.

December 5 and 6, 1995 an onsite evaluation of the project was conducted by Marianne Riggio and Jean Prickett. In the evaluation report, the consultants concurred that at this time there was not sufficient support for the statewide initiative to establish additional regional models. At the final meeting of the Advisory Committee in September 1995 the consensus of the committee was that although the merits of a regional project were well documented, additional resources were not available to support this initiative. It was recommended that the project expand the interagency collaboration initiative utilizing existing resources and expertise to meet statewide needs. Additionally it was recommended that the regional resource model that was currently operating become a statewide resource for technical assistance on regionalization and relative to the needs of children and youth with deaf-blindness.

Summary

The accomplishments of this project, including the decisions regarding changes in focus, all served to strengthen the proposal for the currently funded project and insured ongoing statewide technical assistance was available to families and teachers of children and youth with deaf-blindness.

PROJECT IMPACT

Products

Attachment E includes a copy of the manual developed by the Project SHARE consortia relative to procedures for establishing regional resource services through coordinating services and costs among several districts.

Attachment F includes brochures developed by the project to assist with awareness activities.

Indicators of Project's Effect

The number of children identified during the project period indicates the effectiveness of the child identification and awareness activities:

- 460% increase in the number of children (birth-2) identified between October 1, 1992 and September 30, 1994
- 500% increase in the number of children identified in the regional model
- 270% increase in the number of children identified statewide

The number of parents and teachers receiving training and the satisfaction ratings of training activities:

- 64 families participated in training activities.
- 30 teachers in the regional resource model received training on evaluation and programming for children with deaf-blindness.
- 20 administrators participated in awareness training relative to the needs of children and youth with deaf-blindness and the advantages of and process for developing regionalized services.
- 4 classroom teachers who were not a part of the regional resource project attended a summer institute at Georgia State University relative to instructional strategies for serving children and youth with deaf-blindness.
- 5 key individuals were identified with in the Project SHARE region to participate in in-depth training in order to build capacity within the region. These included a teacher of the visually impaired, two teachers of hearing impaired, an orientation and mobility specialist and an audiologist. These individuals participated in training activities including the Hilton Perkins National Deaf-Blind Training Project, Georgia State University workshops and summer institute. Additionally, onsite consultation was provided by nationally recognized experts according to assessed needs of professionals.

Attachment F includes the satisfaction surveys agenda and other information relative to training activities.

A materials resource center was established to support parents and professionals statewide based on the plan of action developed by the project. Initial funding was provided through the current funding cycle to establish a materials resource center. Additionally private funds have been donated to increase the holdings. Information regarding the availability of materials is disseminated through a quarterly newsletter.

Dissemination Activities

- The request for proposal for the regional resource project and the statewide family and professional training projects were disseminated statewide.
- Information on training was disseminated to all coordinators of special education in and to state agencies that serve children and youth with deaf-blindness South Carolina.
- The project director addressed statewide meetings of special education coordinators regarding services and child identification.
- A copy of the regional resource manual was disseminated to each district in the state.
- A copy of the monograph Etiology of Deaf-Blindness was disseminated to each district reporting students with deaf-blindness.

ASSURANCE STATEMENT

The final report had been submitted to ERIC and further information may be found in the ERIC system.

ATTACHMENT A

SOUTH CAROLINA SCHOOL FOR THE DEAF AND BLIND
(PROPOSAL)

SOUTH CAROLINA DEPARTMENT OF EDUCATION
Office of Programs for Exceptional Children

Competive Application to Provide Training for Parents and Instructional\Related Services Personnel of Children With Deaf-Blindness

Section I-General Information

Project Identification: Services for Children with Deaf-Blindness
CDFA Number 84.025A

Title of Project Sub-Grant: Training for Parents and Instructional\Related Services Personnel of Children with Deaf-Blindness

Applicant:
S.C. School for the Deaf & the Blind
355 Cedar Spring Rd.
Spartanburg, S.C. 29302

Contact Person:
Name: Craig Jacobs
Address: S.C. School for the Deaf & the Blind
Spartanburg, S.C. 29302
Phone: 594-3355

Project Period:
From: November 1, 1994 - To: September 30, 1995

Authorized Signatures:

Chief Administrative Officer of State Operated Program

11-10-94
Date

Craig Jacobs
Project Contact Person

11-10-94
Date

Return Original and Three Copies of Completed application by 5:00 pm on November 14, 1994 to:

Mary E. Ginn, Education Associate
S.C. Department of Education
Office of Programs for Exceptional Children
Rutledge Bldg., Room 808-D
1429 Senate Street
Columbia, South Carolina 29201

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SECTION II- Project Abstract

The project will consist of two components. One will provide training for families in the form of a Family Learning Vacation. Through this activity, parents will be better prepared to assist their child as he/she progresses through the education system. Parents will also receive training on stress management and developing coping skills. The objectives of the overall training will be accomplished through presentations, panel discussions, and by simply providing parents an opportunity to interact with other families dealing with similar issues.

The second component will be directed toward professionals and paraprofessionals who serve deaf-blind children. Through this training, participants will be better able to deliver appropriate instruction and support services to this population of students. The objectives for this activity will be accomplished through presentations at a statewide conference.

To evaluate the effectiveness of both components, specific evaluation forms will be developed and utilized to gauge success and determine if our objectives have been met.

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SECTION III- Statement of Goals and Objectives

The project will consist of two components. One will provide training for families in the form of a Family Learning Vacation. Through this activity, parents will be better prepared to assist their child as he/she progresses through the education system. Parents will also receive training on stress management and developing coping skills. The objectives of the overall training will be accomplished through presentations, panel discussions, and by simply providing parents an opportunity to interact with other families dealing with similar issues.

The second component will be directed toward professionals and paraprofessionals who serve deaf-blind children. Through this training, participants will be better able to deliver appropriate instruction and support services to this population of students. The objectives for this activity will be accomplished through presentations at a statewide conference.

To evaluate the effectiveness of both components, specific evaluation forms will be developed and utilized to gauge success and determine if our objectives have been met.

SECTION IV- Description of Content\Activities\Timelines

PARENT TRAINING:

By February 1, 1995, families of deaf-blind children will be identified through the Deaf-Blind Register, Babynet, and local schools.

By March 1, 1995, questionnaires will be developed and sent to parents of deaf-blind children asking them to identify possible areas of training they would be interested in. At this time, they will also be informed of the dates and locations of the training.

From the feedback received, a program schedule will be developed by April 15, 1995.

Presenters will be identified and the Family Learning Vacation will be held in July 1995.

Areas of possible training may include, but are not limited to:

- stress management
- coping skills
- independent living skills development
- preparing for life beyond age 21
- leisure activities
- advocacy issues
- legal rights
- communication
- sexual issues
- behavior management

FAMILY LEARNING VACATION
TENTATIVE AGENDA

DAY 1

4:00 - 7:00	Registration
5:00 - 6:30	Supper
7:00 - 9:00	Welcome Information Dissemination Icebreakers

DAY 2

8:00 - 8:45	Breakfast
9:00 - 12:00	Training Session
12:00 - 1:00	Lunch
1:15 - 4:30	Training Session
6:30 - 8:00	Family Sharing/ Panel Discussion

DAY 3

8:00 - 8:45	Breakfast
9:00 - 12:00	Training Session
12:00 - 1:00	Lunch
1:00 - 4:30	Training Session
5:00 - 6:30	Dinner
6:30 - 8:00	Parent Mental Health Break (parents on their own & child care provided)

DAY 4

8:30 - 9:15	Breakfast
9:30 - 11:00	Training Session
11:00 - 12:00	Wrap-up
12:00 - 1:00	Lunch
1:00	Depart

SECTION IV- Description of Content\Activities\Timelines

TRAINING FOR PROFESSIONALS:

By April 1, 1995. topics for a statewide conference for professionals serving deaf-blind children will be finalized.

By June 1, 1995, a list of presenters for the conference will be developed and confirmed.

By July 1, 1995, announcements will be developed and distributed to service providers working with deaf-blind children.

By August 15, 1995, a list of conference attendees will be finalized and confirmation distributed.

The conference will be scheduled for the first half of September 1995.

Areas of training may include, but are not limited to:

- communication
- vocational training
- independent living skills training
- related services (P.T./O.T., O&M, etc.)
- psychology of deaf-blindness
- behavior management
- leisure activities
- classroom techniques
- medical issues
- developing a service continuum

TRAINING FOR PROFESSIONALS
TENTATIVE AGENDA

DAY 1:

8:00 - 10:00	Registration
10:00 - 12:00	Welcome
	Opening Announcements
	Presentation
12:00 - 1:00	Lunch
1:00 - 5:00	Training Sessions

DAY 2:

7:30 - 8:30	Breakfast
8:30 - 12:00	Training Sessions
12:00 - 1:00	Lunch
1:00 - 4:00	Training Sessions
4:00 - 5:00	Wrap-up

SECTION V - Evaluation Plan

For both training components, participants will be asked to complete evaluation forms for each activity. The results will be reviewed and summarized.

The evaluation tool used will address each session presented during either the Family Learning Vacation or the Conference. Each presentation will be related to the goals and objectives as stated in Section III. A numerical rating system will be utilized to measure how effectively each objective had been met.

SECTION VI - Quality of Key Personnel

Ms. Kathy Rivers and Mr. Craig Jacobs will assume primary responsibility for the development and coordination of both training programs. Presentations will be made by those who have past experiences and expertise in serving deaf-blind individuals. Those asked to make presentations will be identified with input from current service providers as well as the regional offices of the Helen Keller National Center in Atlanta.

Ms. Rivers' and Mr. Jacobs' vitae is attached for review.

ATTACHMENT B

FAMILY LEARNING VACATION
AGENDA
SATISFACTION SURVEY

SCHEDULE FOR FAMILY LEARNING WEEKEND
NOVEMBER 3 - 5, 1995
SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND

FRIDAY, 11/3/95

4:00 - 7:00	REGISTRATION IN WALKER HALL
5:00 - 6:30	SUPPER
6:30 - 8:30	* WELCOME AND INTRODUCTIONS PARENT, IRENE KISTLER - RALEIGH, NC

SATURDAY, 11/4/95

7:30 - 8:30	BREAKFAST
8:30 - 10:00	* STRESS MGMT/COPING SKILLS STEVE GLENN - SCSDB
10:00 - 10:15	* BREAK
10:15 - 11:30	* PARENT DISCUSSION STEVE GLENN
11:30 - 12:30	* EDUCATIONAL OPTIONS KATHY BROWN - SCSDB
12:30 - 1:30	* LUNCH
1:30 - 3:00	* AUGMENTATIVE COMMUNICATION LILY NALTY - USC SPEECH & HEARING
3:00 - 3:15	* BREAK
3:15 - 5:00	* COMMUNICATION BECKY WILSON - GEORGIA STATE UNIV.
5:00 - 6:30	SUPPER
6:30 - 8:30	RECREATION TIME

SUNDAY, 11/5/95

8:00 - 9:00	BREAKFAST
9:00 - 10:30	* PLAY/RECREATIONAL ACTIVITIES DAVID WILEY, TEXAS SCHOOL F/T BLIND
10:30 - 10:45	* BREAK
10:45 - 12:30	* BEHAVIOR MANAGEMENT DAVID WILEY, TEXAS SCHOOL F/T BLIND
12:30 - 1:30	LUNCH AND DISMISS

*** INDICATES TIME CHILD CARE WILL BE PROVIDED!**

RECEIVED

S. C. Dept. of Education
of Technical Assistance

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Family Learning Weekend
November 3 - 5, 1995

The Family Learning Weekend (FLW) met my expectations?	24	Yes	0	No
The information provided will help me in assisting my son/daught	24	Yes	0	No
The FLW was well planned and organized?	24	Yes	0	No
I would like to see more training opportunities offered by the scho	24	Yes	0	No
Would you have attended if mileage was not reimbursed?	21	Yes	2	No
Would you have attended if child care was not provided?	18	Yes	6	No

How would you rate the presentations?		Excellent		Average		Poor
		1	2	3	4	5
Parent Perspective	(Irene Kistler)	11	7	3	0	0
Stress Management/Coping	(Steve Glenn)	19	5	0	0	0
Educational Options	(Kathy Brown/Brenda Shirley)	17	6	0	0	0
Augmentative Communication	(Lily Nalty)	12	7	1	2	2
Communication	(Becky Wilson)	12	7	3	2	0
Behavior Management	(David Wiley)	7	7	2	0	0

COMMENTS: (see next page)

Family Learning Weekend
November 3 - 5, 1995

Comments:

- May want to include therapists in future weekends by sending info to them.
- I enjoyed it. Also the food was good. Parents of kids w/ disabled kids speaking (such as on a forum or platform) would be nice addition (to hear from "the horses mouth"), with Q & A time throughout, etc.
- No comments. Work was well done. I enjoyed my time taking workshop. I can not say that I did not have anything to do, because you offered plenty this weekend. My son really enjoyed his weekend and was not ready to go home.
- This was a very informative weekend. I hope to attend another weekend fling like this. We, as a family, truly enjoyed the hospitality and family atmosphere we felt when we arrived, down to the last drop.
- I was very impressed. The staff was very helpful. I learned a lot this weekend. I would like to see more about stress. Thanks for a very enjoyable weekend.
- This was a great weekend. Would like to hear from other parents.
- The one thing that I would like to see changed for future meetings is the food for the children. Some things on your menu were not able to be enjoyed by the children.
- The weekend as a whole was great. Saturday's schedule a little long for sitting and listening even though it was much needed info. A little unfair to the speaker. Next year, beach trip.
- Very informative information provided. Shorter to 1 1/2 - 1 day only.
- I really enjoyed this weekend. Also, thanks for having us.
- I have learned a lot about the program and more about my child. I would like to attend if you didn't have child care but we haven't gotten anyone to attend to them.
- I enjoyed this weekend and the information helped me out. I had time to talk and meet with other parents and caregivers that let me know that I am not in this fight alone. This is a fight for me, I fight every day to make my son's life enjoyable, happy and as livable as possible. Again, thanks and God bless.
- Other suggested topics: meeting the needs of siblings of children with disabilities, adaptive & assistive materials, sexual needs of a child with multiple disabilities, more time with computer lab, more time for behavior management classes. The next communication class maybe include communication skills within the family, therapists, etc.
- Thank you for having the conference. I gained much. Suggestions: Allow each family to bring one therapist or Parent Advisor to go over valuable information & concerns that other parents have. The speakers were so knowledgeable everyone would benefit. Also, all caregivers could use stress management etc. Also, I enjoyed touring this building & getting ideas to use that were available in this school setting.
- Tell more about IEP's. I enjoyed the weekend & I'd enjoy coming again.
- Very educational, informative weekend. One suggestion would be hands on with actual child/children in session examples. Suzanne Morris from VA would be another suggestion for speaker. All speakers this weekend were excellent. Enjoyed entire conference, facilities and accommodations great.
- Let me know when there are more seminars. They are great learning tools.
- Very informative. Thanks.
- Everyone was very helpful. Hope we can visit again. Laura's aunt enjoyed very much also. We wish to thank everyone for making our visit most enjoyable.
- I enjoyed this weekend.

ATTACHMENT C

TASK FORCE MEMBERS

STATE ADVISORY COMMITTEE

NAMES AND ADDRESSES OF STATE ADVISORY COMMITTEE MEMBERS ON DEAF-BLINDNESS

Dr. Emmala Barnett
Director, Special Services
Richland School District Two
6831 Brookfield Road
Columbia, South Carolina 29206

Mr. Charles Branch
Orientation and Mobility Therapist
Lester Elementary School
3500 East Palmetto Street
Florence, South Carolina 29506

Mr. Jon Dubose
Information and Training Coordinator
S. C. Department of Vocational Rehabilitation
1410 Boston Avenue
Post Office Box 15
Columbia, South Carolina 29171-0015

Dr. Albert Edward Eads, Jr.
Superintendent
Hampton District Two
Box 1028
Estill, South Carolina 29918

Mr. Craig Jacobs
Director, Support Services and Outreach
S. C. School for the Deaf and Blind
Cedar Spring Station
Spartanburg, South Carolina 29302-4699

Dr. Dill Gamble
Superintendent
Allendale School District
P. O. Box 458
Allendale, South Carolina 29810

Ms. Evelyn Heyward
Principal, Lester Elementary School
3500 East Palmetto Street
Florence, South Carolina 29506

Ms. Maureen Irons
Teacher, Hearing Disabled
Spartanburg School District 7
Spartanburg, South Carolina 29302

Mr. Mike Kelly
Psychologist, S. C. Opportunity School
West Campus Road
West Columbia, South Carolina 29169

Ms. Alva Lewis
Principal
Douglas Elementary School
P. O. Box 69
Trenton, South Carolina 29847

Ms. Luna Mack
Parent
3601 Judy Street
Columbia, South Carolina

Mr. Charles McKinney
Executive Director
S. C. Association for the Deaf
1735 Augusta Road
West Columbia, South Carolina

Mr. Jerry Frances
Coordinator, Deaf-Blind Services
S. C. Commission for the Blind
1430 Confederate Avenue
Columbia, South Carolina 29201

Ms. Kathy Purnell
Interim Director
BabyNet DHEC
Robert Mills Complex
Box 101106
Columbia, South Carolina 29211

Ms. Juanita Wilson
Special Education Coordinator
Florence School District Three
Post Office Box 128
Lake City, South Carolina 29560

Ms. Linda Young
Parent
102 Lawnfield
Mauldin, South Carolina 29662

Ms. Roselyn Young
102 Lawnfield
Mauldin, South Carolina 29662

Dr. Marvin Efron
1212 Canary Drive
W. Columbia, SC 29169

Ms. Susan Thompson
Director of Quality Assurance
Department of Disabilities and Special Needs
3440 Hardent Street
Columbia, SC 29240

STATE ADVISORY COMMITTEE

SERVICES FOR CHILDREN AND YOUTH WHO ARE DEAF-BLIND

BRADBURY SUITES HOTEL
SEPTEMBER 6, 1995

9:00 A.M. to 3:30 P.M.

WELCOME
Suzanne Swaffield
Project Director

REVIEW OF ACTIVITIES COMPLETED DURING 1992-95 DEAF-BLIND GRANT PERIOD
Suzanne Swaffield

REGIONAL RESOURCE SERVICES-
STATUS OF PROJECT
Robert Scott
Director, Pee Dee Education Center
Suzann Long
Coordinator, Low Incidence Disabilities Project
Pee Dee Education Center

PARENT/PROFESSIONAL TRAINING
ACTIVITY REPORT
Craig Jacobs
Director, Support Services and Outreach
South Carolina School for the Deaf and Blind

PROGRAM EVALUATION FINDINGS
Marianne Riggio
Project Director, Perkins National Deaf-Blind
Training Project Educational Consultant, Hilton/Perkins Program

ADVISORY COMMITTEE RESPONSE\QUESTIONS

OVERVIEW OF PROPOSED ACTIVITIES OF THE 1995-99 GRANT
Suzanne Swaffield

THE ROLE OF THE ADVISORY COMMITTEE IN FUTURE PLANNING FOR AND IMPLEMENTATION OF SERVICES FOR CHILDREN AND YOUTH WITH DEAF-BLINDNESS
Marianne Riggio

ADVISORY COMMITTEE RESPONSE\QUESTIONS

State Advisory Meeting for Children and Youth with Deaf-Blindness

Minutes of September 6, 1995 Meeting

The State Advisory Committee for Services for Children and Youth with Deaf-Blindness met Wednesday , September 6, 1995, at Bradbury Suites in Columbia.

Members present included: Charles Branch, Al Eads, Deborah McPherson(for Susan Thompson), Craig Jacobs, Sharon Tindal, Bob Scott, Suzann Long, Marvin Efron, Emmala Barnette, Cindy Clark and Suzanne Swaffield. Marianne Riggio, consultant with the Hilton Perkins Deaf-Blind Project attended as a special guest.

Absent included: Dill Gamble, Evelyn Heyward, Maureen Irons, Mike Kelly, Alva Lewis, Luna Mack, Charles McKinney, Kathy Purnell, Juanita Wilson, Jerry Francis, Linda Young, and Roselyn Young.

Suzanne Swaffield welcomed the group and provided a brief overview of the background and status of the project. She advised the committee that she was the new Project Director since Mary Ginn had left the Agency. She explained that the current project funded by the 307.11 grant, Services to Children and Youth with Deaf-Blindness, was designed to develop a system of technical assistance for children and youth with deaf-blindness through a regional service delivery system and to provide technical assistance to families statewide. The South Carolina Department of Education let a Request for Proposal for a consortia of districts to implement the regional service delivery system of the project. The proposal was based on the recommendations of the State Advisory Committee from the June 1993, meeting. Project SHARE, a consortia of school districts in the Pee Dee area, was awarded the project and has provided technical assistance for children and families and teachers and related service personnel throughout the region. Originally, the grant funded Babynet to provide direct services to children with deaf-blindness ages birth through two. When South Carolina became mandated to serve children birth through two, the Department of Education was unable to continue funding direct services for the children and youth with deaf-blindness through this grant. An RFP was let for the development of services for children and families. The South Carolina School for the Deaf and Blind was awarded this grant.

Suzanne Swaffield reviewed the handouts which included an overview of the activities for the third year of the current project and the abstract and activities planned for the new grant which has been approved for funding beginning October 1, 1995 through September 30, 1999. She reported that the new project involves statewide interagency collaboration to build capacity within the state to appropriately serve children and youth with deaf-blindness. Suzanne provided an overview of the plans for the new grant cycle. The agencies involved with the project include: Project Share, the School for the Deaf and Blind, the Commission for the Blind and the University of South Carolina. The Department of Education will direct the project and coordinate the staff development activities. Project SHARE will continue to provide technical assistance within the region, but will expand the role to include statewide technical assistance also. Additionally, SHARE will maintain a materials resource center for families and professionals working with students with deaf-blindness and produce a statewide newsletter. This initiative is to address the concern expressed in both the project evaluation and the comments from the Office of Special Education relative to the need to provide services statewide.

Bob Scott, Director of the Pee Dee Education Center and Suzann Long, Coordinator of the Low Incidence Disabilities Project provided an overview of the status of the regional project. They emphasized that the project is a resource for the districts on working with children and youth with deaf-blindness and that the Project SHARE staff are available to provide asisstance with child find and technical assistance. They advised the committee of the upcoming awareness conference which will be the last major activity of the grant. It is to be held September 17th through the 19th at Springmaid Beach at Myrtle Beach. The South Carolina School for the Deaf and Blind project and the Share Deaf-Blind Project are co-sponsoring it.

Craig Jacobs provide an overview of the School for the Deaf and Blind project. The project was funded to provide technical assistance to families of children and youth with deaf-blindness state wide. The project staff planned a family learning vacation, but had to postpone it owing to some scheduling issues. It has been tentatively re-scheduled for November if a ninety day extension is approved by the United States Department of Education.

Suzanne thanked Bob, Suzann and Craig for their reports and their hard work on this project. She also acknowledged TRACES for providing technical assistance throughout the project.

Suzanne Swaffield reported on the Census of Children and Youth with Deaf-Blindness which is collected as of December 1, each year. The 1993 census of children and youth with deaf-blindness reported 77 children in South Carolina. The 1995 census identified 293 children Of this total, the Department of Disabilities and Special Needs (DDSN) reported 224 students. There was some discussion relative to analyzing the data relative to duplication or overlapping of reporting. Some reasons for the increase included the child identification efforts on the part of Project SHARE and the School for the Deaf and Blind. The Committee was also advised of the difference in numbers reported for the census and the December 1 count of students in special education. No children are placed as Deaf-Blind for December 1 count. The reasons for this were discussed. Marianne advised the committee that this is generally true, nationally, and further indicates the need for clarification of eligibility criteria.

Marianne Riggio reported on the Program Evaluation that she and Jean Prickett had conducted in December, and on the final evaluation that she is conducting during this visit. An outside .Project Evaluation is required by the Federal Agency that administers the grant The recommendations from the December visit included: developing a strong central base so that there is someone to call who knows who is responsible for what, and insuring that the program is statewide and not regional.

Discussion following her report included a recommendation from Dr. Efron to consider a statewide assessment team. Deborah McPherson agreed with this recommendation and suggested investigating the possibility of coordinating with the new DDSN assessment project. There was come concern expressed about logistics of central assessment, but all agreed with the concept of a state assessment team.

Marianne recommended that the team not get bogged down in process, but that we need to clear up census information, and look at definition and eligibility criteria then , address early identification and follow-up with the training piece.

Deborah McPherson providedinformation on the new Midlands Center office which includes Babynet, University Affiliated Programs(UAP), University of South Carolina Medical School(USCMS), the Greenwood Genetics Center, Vocational Rehabilitation(VR), and the Autism program. She suggested tapping into with this project.

Dr. Spann joined the group to express her appreciation for the efforts of the Committee and to share her interest in the future of services for children and youth with deaf-blindness.

It was suggested that additional individuals be added to the Committee and that the current membership be polled to determine if they are still interested in participating. It was pointed out that several current members have retired or changed jobs.. It was suggested that there be more parental involvement on the committee. Suzann and Craig agreed to identify families that would be interested in participating. Additional suggestions include: someone from the State Museum Total Access Project, Barry Critcfield from Department of Mental Health, Gaye Clements from University Affiliated Programs(UAP), contacting Family Connections, a representative of the Usher Syndrome interest area, Cheryl Rhodes or Steve Rhodes (President of the of Association for the Deaf).

It was recommended that the Advisory Committee meet more frequently in order to provide ongoing advice and guidance to the project. January of 96 will be targeted for the next meeting.

Marianne Riggio indicated that she felt the meeting had gone well and the project was on the right course for the new funding period. She emphasized the importance of the role and the input of the members of the Advisory Committee in the success of the project.

Recommendations:

- Analyze Census data for trends and needs.
- Identify parents to serve on the State Advisory Committee.
- Review makeup of committee to insure all interests are represented.
- Investigate possibility of developing statewide assessment team.
- Contact DDSN\UCSMS evaluation unit.

TASK FORCE MEETING FOR REGIONAL RESOURCE SERVICES FOR CHILDREN WITH LOW INCIDENCE DISABILITIES

Holiday Inn Northeast, Columbia, South Carolina

JUNE 6, 1994

AGENDA

9:00a.m.-9:30a.m.	Coffee and Danish
9:30a.m.-10:00a.m.	Welcome and Introductions *Carolyn C. Knight* *Education Associate*
10:00a.m.-10:30a.m.	Overview of Request for Proposal *Carolyn C. Knight* *Education Associate*
10:30a.m.-10:45a.m.	Break
10:45a.m.-12:00noon	Project SHARE Presentation *Ellen Mackie* *Subgrant Project Administrator* *Lynn Moore* *Subgrant Project Coordinator*
12:00 noon-1:30p.m.	Lunch
1:30p.m.-2:00p.m.	Action Plan for Instructional Materials and Technology Resource Center *Suzanne Swaffield* *Education Assoicate*
2:00p.m.-2:30p.m.	Input from Task Force Members
2:30p.m.-3:00p.m.	Questions and Comments
3:00p.m.	Adjournment

Task Force Meeting for Regional Resource Services for Children With Low Incidence Disabilities

Bradbury Suites - Columbia, South Carolina

AGENDA

Monday, June 7, 1993

8:30 am - 9:00 am	Coffee
9:00 am - 9:15 am	Welcome Introductions
9:15 am - 9:45 am	Identified Needs for Regional Services *Michael Lewis, Education Associate, Hearing Impaired* *Suzanne Swaffield, Education Associate, Visually Impaired*
9:45 am - 10:15 am	Overview of Grant for Children With Deaf-Blindness *Frances Lewis, Education Associate, Grants Administration*
10:15 am - 10:30 am	Break
10:30 - 12:00 noon	Establishing Regional Services *Jack Hazecamp, State Consultant, California Department of Education*
12:00 noon - 1:30 pm	Lunch
1:30 pm - 3:00 pm	Identification of Needs in South Carolina for Regional Services Discussion by Task Force *Jack Hazecamp* *David Sexton, University of New Orleans, Facilitator*
3:00 pm - 3:15 pm	Break
3:15 pm - 4:00 pm	Identification of Needs (continued) *Jack Hazecamp* *David Sexton, Facilitator*
4:00 pm - 4:15 pm	Adjournment

Tuesday, June 8, 1993

8:30 am - 9:00 am	Coffee
9:00 am - 10:30 am	Solutions/Problems for Regional Services - Discussion by Task Force *Jack Hazecamp* *David Sexton, Facilitator*
10:30 am - 10:45 am	Break
10:45 am - 12:00 noon	Identification of Priorities for the Development of a Pilot Project for Regional Services - Discussion by Task Force *Jack Hazecamp* *David Sexton, Facilitator*
12:00 noon - 1:30 pm	Lunch
1:30 pm - 3:00 pm	Identification of Priorities (continued) *Jack Hazecamp* *David Sexton, Facilitator*
3:00 pm - 3:30 pm	Wrap-up Determination of Next Meeting Date

ATTACHMENT D

PROJECT SHARE PROPOSAL

SOUTH CAROLINA DEPARTMENT OF EDUCATION
Office of Programs for Exceptional Children
Rutledge Office Building
1429 Senate Street
Columbia, South Carolina 29201

Proposals are due by 5:00 pm on January 14, 1994

Project Identification: Services for Children with Deaf-Blindness Program

Title of Project: Regional Resource Model for Low Incidence Disabilities

Applicant: **Project SHARE**
Lee County School District (LEA)

Contact Person:
Name: **Robert C. Scott, Jr. - Director SHARE**
Address: **Pee Dee Education Center**
142-B South Dargan Street, Florence, SC 29503
Phone: **(803) 669-3391**

Federal ID Number: **57-0484604**
CFDA Number: 84.025A

Type of Application (Check one)

Initial Application: X
Continuation Project: ___

Estimated Budget: **$** 127,600

Budget Period:
From: February 1, 1994 To: September 30, 1994
Project Period:
From: February 1, 1994 To: September 30, 1995

Authorized Signature
Authorized Agent
Lee County School District
Date **January 14, 1994**

Robert C. Scott, Jr.
Project Director
January 14, 1994
Date

Return Original and three copies of completed application to:

Carolyn C. Knight
S.C. Department of Education
Office of Programs for Exceptional Children
Room 504
1429 Senate Street
Columbia, South Carolina 29201

NARRATIVE DESCRIPTION

BACKGROUND:

Project SHARE (Serving the Handicapped through Associated Regional Effort) was established in 1977 because the small, rural and remote school districts throughout the Pee Dee Region of South Carolina acknowledged that, individually, they were unable to provide effective programming for all students with low-incidence impairments-hearing impaired (HI), visually impaired (VI), and/or orthopedically impaired (OI). They had neither the students nor the means to provide adequate services within each district. This substantiated the need to provide a coordinated regional program.

An initial federal grant included publication of numerous guides detailing Project SHARE's structure. A bibliography of these documents is listed as Appendix A. An overview (User Guide) of these manuals is Appendix B. Since then, the basic structure has changed very little, but has expanded to serve students itinerantly. The Project SHARE region has also changed in size.

Project SHARE now services sixteen different school districts varying in size, location and wealth with a total number of 82,222 school-aged children. Within Project SHARE, seven itinerant personnel provide direct service to low-incidence impaired students in a multi district model. Two host districts in Florence and Darlington provide resource or self-contained program needs for HI, VI, and/or OI students. Project SHARE has a sixteen year proven track record in providing quality education through an established system for children with low-incidence impairments through a regional model. We will focus our funds on initiating a systems change effort in expanding the structure of our regional model to better include children with deaf/blindness.

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PROPOSAL:

In this proposal we would like to change our current system for purposes of improved accessibility and quality of education within the Pee Dee Region for children and youth with deaf/blindness and their families. Secondly, we would like to create a manual detailing how to develop a region-wide system to better serve children with deaf/blindness and their families. At the present time, we lack reasonable accessibility to a variety of instructional options. We have a very inadequate child find system. Available professional and support personnel have not been trained in specific areas of the educational and other needs of the deaf/blind population. There have been no coordinated efforts to involve and educate parents of our students. We also need to determine the actual cost of educating children with deaf/blindness. Therefore, our objectives are as follows:

OBJECTIVE 1:

Establish two resource centers hereafter referred to as South and East. South would service Florence 3 - 5, Clarendon 1 - 3, Lee County , Sumter 2, and Williamsburg. It would be located in Lake City. East would service Marion 1 - 4, Dillon 1 - 3, and Marlboro. It would be located in Latta. (See Appendix C.)

RATIONALE:

This system's change objective is designed to build or increase the capacity of local education agencies (LEAs) to provide educational and related services in the least restrictive environments in compliance with state and federal guidelines. We need to increase parent partnership, community involvement, educational options, and above all, basic program accessibility. Distance is too great for everyone involved. Parents are more likely to take an active role in their child's education program if the educational site is within or near their own community. These resource centers will house parent training workshops, instructional and professional materials for educators, parents, and the community.

Activity 1: Coordinator will establish contact with agencies/persons comprising the Steering Committee and interagency council. The Steering Committee will include: Project Coordinator, Project Secretary, SHARE Representative, teacher representative, District Superintendents from Florence 3 and Dillon 3, Special Services Directors from Florence 3 and Dillon 3, Representatives from each of the following agencies: State Department of Education, South Carolina Commission for the Blind, South Carolina School for the Deaf and Blind, Baby Net, Vocational Rehabilitation, and Department of Mental Retardation. The interagency council will include the same representatives from the aforementioned agencies and the project coordinator.

Activity 2: Convene Steering Committee and interagency council which will develop the project and its policies. This committee will meet at least monthly. The Project Coordinator will chair the meetings.

Activity 3: Project Coordinator and host district will agree upon a site for these centers.

Resource center should include the following:

- geographically centered
- easily accessible
- in close proximity to future school sites
- moderate size to accommodate groups of parents and professionals
- telephone line at each site

Activity 4: Provide transportation/reimbursement of traveling costs for:

personnel to and from sites/training/home visits
parents to/from medical
 appointments/meetings/training
Project Coordinator to sites/meetings/training/home visits
Steering Committee/meetings/inservices
Training speakers to and from training

Activity 5: Identify candidates for training for itinerant and self-contained teachers and teacher assistants.

Activity 6: Identify needs for supplementary adaptive aids and technology for classrooms to recommend to districts for acquisition for future classrooms.

OBJECTIVE 2:

Establish a child find system to ensure location, identification and evaluation of children with deaf/blindness ages 3 - 21.

RATIONALE:

Our present child find system is both formal and informal. We rely on teachers, special education coordinators, and parents in our school districts to refer new children with possible hearing, visual, or orthopedic impairments. We have created a Procedures and Referral form to assist districts. (See Appendix C.) This form has streamlined referring new low-incidence students with some success.

Secondly, through an informal tally of the 4 itinerant teachers, we have presently identified only six (6) children already being served in educational programs in the entire Pee Dee Region with both hearing and visual impairments. Not one of these students is listed on the State list for deaf/blind.

We are grossly under the national norm of two (2) children with deaf/blindness per 1000 students enrolled in our target geographical area. Obviously, this child find system is inadequate. Through these activities, we hope to improve this system.

Activity 1: Revise current referral procedures and referral form to:

- a. include children with deaf/blindness
- b. include additional districts and agencies within the target geographical area of this grant.
- c. increase clarification.

Activity 2: Share referral form and procedures with special education coordinators of member districts by project coordination.

Activity 3: Initiate communication with relevant agencies, organizations, and individuals having responsibility to deliver services to students with deaf/blindness for purposes of coordinating agency efforts and services preventing duplication.

Activity 4: Maintain an ongoing interagency council through monthly meetings and weekly communication. Members would include representatives from agencies on Steering Committee and Project Coordinator.

Activity 5: Place already identified students on the State list for deaf/blind.

Activity 6: Disseminate information detailing Project SHARE program for servicing children with deaf/blindness and other low-incidence handicaps through informal and formal means such as newspapers and brochures, regional tv and radio, partnerships with and financial contributions from businesses.

OBJECTIVE 3:

Recruit and train all personnel in the characteristics of deaf/blind persons and the educational implications of this dual sensory impairment.

RATIONALE:

Most teachers are unaware of the characteristics and educational implications of deaf/blindness. There is a need for staff specifically trained for meeting the particular needs of the deaf/blind. This lack necessitates staff development for all professionals and classified personnel. There is a need for development in the areas of evaluation, instruction and program implementation, adaptive technology and related services.

Activity 1: During February and March recruit program coordinator. Advertise the position in educational periodicals, local and state newspapers, mail recruitment bulletin to universities with programs for the deaf/blind, Job Bank, and district office personnel in the Pee Dee area.

Activity 2: Recruit additional personnel during the months of March, April, and May to assist in the implementation of the program. A full-time administrative assistant should be hired by the coordinator as soon as possible. Itinerant teachers, teacher assistants, self-contained teachers can be secured for training.

Activity 3: Organize and provide staff development for all personnel involved in providing services to deaf/blind students prior to September 1, 1994. This staff development should include some of the following areas:

- a. Identification and evaluation of students with a documented hearing and visual impairment.
- b. Skills and methods in teaching the deaf/blind.
- c. Methods for teaching language to the deaf/blind
- d. Teacher orientation to writing Individual Educational Programs and working with parents to set proper goals and objectives.

- e. Provide teachers with input from various local, regional, and state agencies on the services they provide to students, parents, and teachers.
- f. Adaptive aid and technology training.
- g. Provide training and access to EduServe or comparable computer bulletin board for teachers.
- h. Life Skills
- i. Task Analysis
- j. Multi-handicapped
- k. Pre-school

Activity 4: Provide inservice for teacher assistants in methods and skills in dealing with the deaf/blind and other low-incidence impairments, classroom management skills, methods of positioning, and restraints for severe behavior problems.

Activity 5: Provide inservice for the project administrative assistant on the proper use of various forms and technology, etc., especially in completing an Individual Educational Program.

Activity 6: Provide current literature/periodicals for parents and professional staff.

Activity 7: Workshop participants will be compensated with a per diem amount of $ See Budget.

OBJECTIVE 4:

Involve parents in the education of their children and inform them of the special needs of the deaf/blind.

RATIONALE:

Because the needs of children with deaf/blindness are so specialized and the numbers are so limited, parents need to be aware of the educational implications and take an active role in the education of their own child. In our experience as educators, we have found parents are often misinformed and uninformed regarding the special needs of their children. This training and support is designed to increase family participating in decision making and active involvement in all aspects of the intervention process.

Activity 1:	Inform parents of deaf/blind programs presently available through newspaper ads, media, brochures, presentations at PTO meetings, school district newsletters, home visits, etc.
Activity 2:	Provide workshops/presentations for parents on parenting skills and methods to assist their children to grow up in a positive environment. Instructional resources will be purchased and made available for parent use.
Activity 3:	Provide emotional support to the families of the deaf/blind by ongoing and facilitating family support groups, making home visits, frequent written and verbal communication, and on site contact person to field questions.
Activity 4:	Provide refreshments, baby sitters, toys for the children and parents during workshops, presentations, and meetings.
Activity 5:	Inform parents of the various agencies and services available on the local, regional, and state levels such as counseling services and parent organizations.

OBJECTIVE 5:

Collect expenditure data from other programs servicing children with deaf/blindness to determine the estimated cost of educating children with deaf/blindness in our area and to propose adjustments to state funding formula.

RATIONALE:

Owing to the ever increasing mandate that services for children with disabilities be provided within the least restrictive environment and owing to the new technologies which are being made available to meet the communication and instructional needs of children with sensory impairments, the State funding formula no longer meets the diverse needs of these unique children. The current funding weights were based on actual expenditures obtained many years ago from school districts with minimal services and less than adequate programs. There are no current expenditures data from programs where all the services needed are actually provided. We will collect such current data from established programs and propose adjustments to the State Department of Education.

Activity 1: Project Coordinator will create budget sheets to send to a variety of programs which will include but not limited to the following information: monies spent by district for staffing and housing of students, supplementary aids, supplementary services, related services, transportation, parent and staff training, and other costs.

Activity 2: Distribute budget sheet to appropriate sources for completion.

Activity 3: Gather, compile, and interpret information received from appropriate sources.

Activity 4: Generate reportable data.

Activity 5: Disseminate information to State Department of Education , professional journals, interested states, colleges with deaf/blind programs. Helen Keller National Center, local, regional, state, federal, and international organizations.

Activity 6: Develop a manual detailing how to develop a region-wide system to better serve children with deaf/blindness and their families.

NEEDS ASSESSMENT

While Project SHARE has been serving children with low-incidence impairments successfully for 16 years, needs have been identified. These needs include decentralizing the Project SHARE structure to provide educational services closer to the students' home community, identifying students with deaf/blindness, providing teachers, staff,and parents with current information on the education of students with deaf/blindness, and disseminating information about Project SHARE services to others around the state.

Visually impaired students are being serviced in Florence and hearing impaired students are being served in Darlington for those needing a resource or self-contained educational setting. Our Pee Dee Region is so large that several students are being bussed over two hours each way to school. This is unacceptable. Not only does it make a very long day for the children, but it substantially interferes with parental involvement. Parents often do not participate in school assemblies, career days, open house, parent-teacher conferences, or PTA meetings because it is so far for them to drive. It may not be so difficult for some parents to be involved in their children's education if the child was educated closer to home.

Presently, Project SHARE has identified and is servicing only six (6) students with both visual and hearing impairments. None of these students are identified as children with deaf/blindness. According to national statistics, approximately two in 1000 students have deaf/blindness. In our region, there are 82,222 students. With these numbers we estimate there are 165 students with deaf/blindness. According to statistics, economic deprivation is one of the highest contributing causes of developmental disabilities. Because 21.6% of families in the Pee Dee Region are below the poverty level as compared to 11.9% for the entire State of South Carolina, our numbers should be even higher. We need to develop a child find system for children with deaf/blindness. Due to a lack of instructional options, the most likely scenarios we can expect to find in the rural and remote areas are: there are no teachers, no programs, and no services available so the child is placed in a residential setting far from his home and family, or the student is misplaced in the educational setting with little support until he or she ages out or drops out

Project SHARE is proud of its enthusiastic professional staff. However, there is a need for them to be trained in meeting the particular needs of the deaf/blind population. Through this grant we will provide teachers, staff, and parents with current information on deaf/blindness through workshops and inservices. We want to access expert sources for workshops through a computer bulletin board for satisfying additional staff questions.

We want to foster the philosophy that parents are our best partners. Because the needs of children with deaf/blindness are so specialized and the numbers are so limited, parents need to be aware of the educational implications and take a more active role in the education of their own child. The more a parent is involved, the better the child's needs are met. We want to offer parents support, relevant information.

Project SHARE will disseminate information about our program serving those with deaf/blindness to Federal, State, and local agencies and schools associated with low-incidence impairments. This could facilitate more appropriate identification of and subsequent service to previously unidentified students with deaf/blindness. By sharing information, all involved would be more educated in the special needs of children with deaf/blindness and of the increased options desired in our region. As the project progresses, additional needs will arise through formal and informal needs assessments and will be addressed accordingly. We plan to use state and local agencies to help us identify these infants, children, and youth in need of our services. These agencies, administrators, and teachers will help us develop a child find system and educational service structure and will guide us in coordinating the delivery and development of services where gaps exist.

STRATEGIES:

We will initiate communication with relevant agencies, organizations, and individuals having responsibility to deliver services to children with deaf/blindness for purposes of coordinating agency efforts and services. We will also maintain an ongoing interagency council through monthly meetings and regular communication. For discussion of strategies planned for identification, see Interagency Coordination Section.

INTERAGENCY COORDINATION

Project SHARE currently participates in an interagency network system through serving low-incidence students in 16 school districts of the Pee Dee Region in both itinerant and resource models. We also have enjoyed active cooperation with agencies including South Carolina Commission for the Blind, SCI-HI and Insight Programs of the South Carolina School for Deaf and Blind, South Carolina Department of Vocational Rehabilitation, McLeod Regional Medical Center, and South Carolina Department of Education.

Regarding this proposal, Project SHARE has already initiated communication with relevant agencies, organizations and individuals having responsibility to deliver services to deaf/blind population to inform them of our project and request letters of support. Presently, we have received letters expressing commitment from various school districts to provide support. (See attachments.) Verbal commitments have been received.

If funded, we will provide information on our project to selected relevant agencies and individuals and survey them for determining effectiveness of delivery systems for serving children with deaf/blindness. We will compile survey results and share them with selected relevant agencies and individuals. We will invite selected agencies and individuals to collaborate with Project SHARE in establishing a steering committee and ongoing Interagency Council. These selected agencies will be a representative body of school districts, agencies, and related persons.

Steering Committee and interagency council objectives would include:

1. Create informational material and activities for target groups (i.e. general public, parent groups, education/school-related community) to:
    a. increase awareness of deaf/blindness and needs unique to deaf/blind persons.
    b. outline services of the interagency council and Project SHARE's program for students with deaf/blindness.
    c. encourage involvement in identifying and referring school-aged children with deaf/blindness in coordination with the interagency council.
2. Disseminate information and conduct activities at selected locations accessible to target groups.
3. Utilize media sources for additional information activities.

EVALUATION DESIGN

OBJECTIVE 1:

Establish two satellite programs.

1. Steering Committee and interagency council meetings will be held with Project Coordinator.
2. Steering Committee will develop project and policies.
3. A site will be established in these 2 geographical areas of the Pee Dee Region.
4. Through a Travel Request Form or Travel Reimbursement Form, all travel will be reimbursed according to Steering Committee guidelines.
5. Candidates for positions are named.
6. Documentation is produced of recommendations for supplementary adaptive aids and technology for classrooms for districts to acquire.

OBJECTIVE 2:

Establish a child find system.

1. Revision of current referral procedures and form will be created.
2. Special Education Coordinator will review new referral procedures and form.
3. Documentation of verbal and written communication with relevant agencies and organizations.
4. Project secretary maintains minutes of meetings of interagency council and Steering Committee.
5. Already identified students are on the State list for deaf/blind.
6. Documentation of dissemination of information.

OBJECTIVE 3:

Recruit and train staff.

1. Program Coordinator is approved by Pee Dee Education Center's Board of Directors on Mr. Scott's recommendation..
2. Additional personnel is hired.
3. Staff development will be held prior to September 1, 1994.
4. Inservice is held for all teacher assistants.
5. Project Administrative Assistant will receive inservice training on forms and technology for completing LEP's.
6. Current periodicals and literature is provided in the resource centers.
7. Participants of workshops are compensated.

OBJECTIVE 4:

Involve parents in the education of their children and inform them of the special needs of the deaf/blind.

1. Documentation that parents are informed of current deaf/blind programs presently available.
2. Parents receive workshops and training.
3. Family support group will be formulated. Home visits and written communication are documented.
4. Baby sitters, refreshment and toys are provided. Costs are documented.
5. Parents are informed of various agencies and services. This will be documented.

OBJECTIVE 5:

Collect expenditure data.

1. Budget sheets will be created.
2. All budget sheets will be distributed to appropriate sources.
3. Information received from appropriate sources will be gathered, compiled and interpreted.
4. Data will be written in a reportable form.
5. Documentation on dissemination of information.
6. A manual will be produced.

QUALITY OF KEY PERSONNEL

I. Deaf/Blind Project Coordinator

A. Job Description

Responsible for working as the coordinator of a recently received federal grant to develop a systems change for the purposes of improving accessibility and quality of comprehensive services within the Pee Dee Region of South Carolina for children and youth with deaf/blindness and their families.

B. Education Qualifications

1. Masters in Education in Administration and Supervision.
2. Minimum of 5 years teaching experience in Special Education.
3. Shown leadership capability.
4. Demonstrated ability to work with local, regional, and state agencies.
5. Demonstrated familiarity with current developments in dual-sensory education desired.
6. Ability to organize and administer preparations for workshops.
7. Enthusiastic team player and leader.

C. Duties

1. Cooperate with and oversee coordination of Steering Committee, Interagency council, other agencies, school districts, and parents.
2. Recruit and supervise training of staff.
3. Oversee deaf/blind operation in two resource centers.
4. Ensure that grant objectives are implemented.
5. Report monthly and chair meetings of the Steering Committee and Interagency Council. Interface periodically with other relevant agencies and individuals.
6. Write follow up grant for continuation of project.

II. Training

1. Attend all initial workshops.
2. Attend inservice workshops.

ASSURANCES

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the South Carolina Department of Education (SDE).

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for State assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-State share of project costs) to ensure proper planning, management and completion of the project described in this application.

2. Will give the SDE access to and the right to examine all records, books, papers, or documents related to the award and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will initiate and complete work within the applicable time frame after receipt of approval of the SDE.

4. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. Grantee will take affirmative action to ensure that applicants for employment and the employees are treated during employment, without regard to their race, color, religion, age, sex, national origin, or disability.

5. Will comply with the Ethics, Government Accountability, and Campaign Reform Act, S.C. Code Ann. Sections 2-17-10 et. seq. and Sections 8-13-100 et. seq.

6. Will comply with the Drug Free Workplace Act, S.C. Code Ann. Sections 44-107-10 et. seq. if the amount of this award is $50,000 or more.

7. Will comply with audit requirements as prescribed by OMB Circular A-128 or OMB Circular A-133 as appropriate.

John S. Hall
Signature of Authorized Official

Chairman of the Board of Directors
Title

3/2/94
Date

Project SHARE - Pee Dee Education Center
Organization

Budget

SECTION I - PROPOSED BUDGET CATEGORIES, FIRST YEAR

Object Class Categories	(1) Federal	(2) State *	(3) Other *	(4) Other *	(5) Total
Personnel	$ 64,000	$	$	$	$
Fringe Benefits %_____	17,593				
Travel	10,000				
Equipment	8,842				
Supplies	10,230				
Contractual	12,990				
Construction	-0-				
Other	2,000				
Total Direct Charges 1.54%	125,655				
Indirect Charges	1,945				
TOTALS	$ 127,600	$	$	$	$
Program Income	$	$	$	$	$

dicate In-Kind (IK) or Cash (C) with the amount at each object class category.

ECTION II - BUDGET ESTIMATES OF FUNDS NEEDED FOR CONTINUATION OF THE PROJECT

Source of Funds	Future Funding Periods (Years)			
	Second	Third	Fourth	Fifth
1. Federal	$	$	$	$
2. State				
3. Other				
4. Other				
5. Totals	$	$	$	$

Vill specified project obligate or require State appropriations beyond one year?
Yes No If yes, explain

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Revised 6/14/94

IV. Equipment - $8,842 - The following will be needed for inservice for teachers and parents:

2 TVs and 2 VCRs	$1342
3 modems, 3 computers, 3 printers,	7500

V. Supplies - $10,230

Carts for TV	$ 210
VHS tapes	20
teacher/parent material	3000
office Supplies	3000
postage	500
disseminated material	3000
tactual aids (Staff)	500

VI. Contractual - $12,990 (includes per diem and transportation)

VII. Other - $2,000 - Example: Babysitters and refreshments during training, etc.

RECEIVED
JUN 16 1994
DEPARTMENT OF EDUCATION
OFFICE OF PROGRAMS
FOR THE HANDICAPPED

JUSTIFICATION OF BUDGET EXPENDITURES

OBJECTIVE CLASS CATEGORIES

I. Personnel

A. Coordinator: A person will be hired and placed at the SHARE office in the Pee Dee Education Center. The Coordinator's salary will be based on the LEA's salary schedule for 12 month employees. The minimum qualifications for the Coordinator will be:

- a. Master's Degree
- b. Shown leadership capability.
- c. Familiarity with current developments in dual-sensory education.
- d. Five years teaching experience with low-incidence students desirable.

B. Administrative Assistant: $20,000 plus approximately $8,000 fringe benefits

- a. Computer knowledgeable
- b. Good people skills
- c. Excellent organizational skills
- d. Willingness to travel to centers

II. Fringe Benefits - $10,538 (health, dental, and retirement)

III. Travel

a. Coordinator - $8,000 - Provide transportation/reimbursement of traveling costs for:

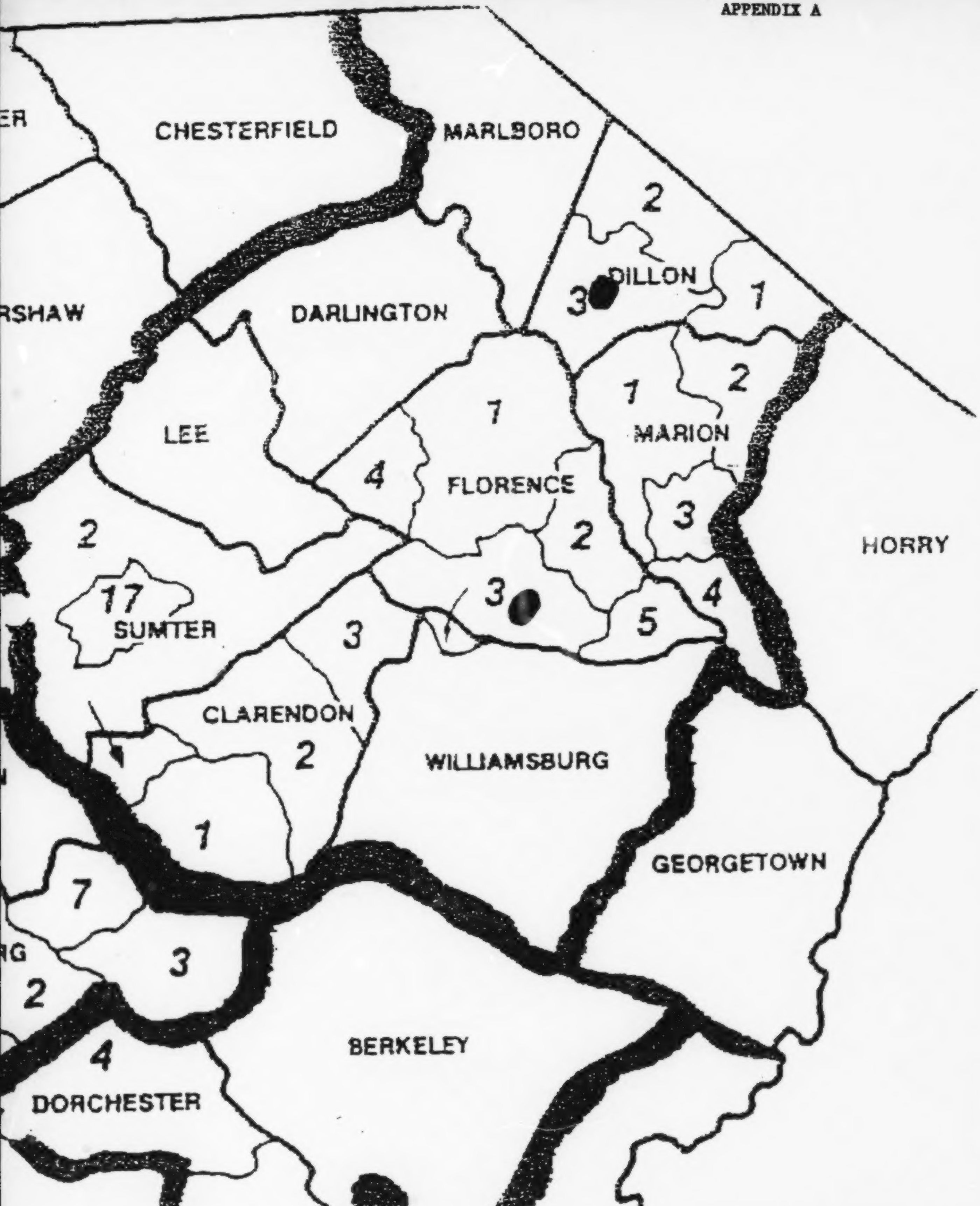
travel to and from centers, schools, homes, Steering Committee meetings, state, regional, and national meetings or workshops.

b. Objective 1 - Activity 4 - $2,000: Provide transportation/reimbursement of traveling costs for:

personnel to and from sites/training/home visits

Steering Committee to and from meetings/inservices

APPENDIX A


ER
CHESTERFIELD
MARLBORO
2
DILLON
3
1
RSHAW
DARLINGTON
7
1
2
MARION
LEE
4
FLORENCE
3
2
2
HORRY
17
SUMTER
3
4
3
5
CLARENDON
2
WILLIAMSBURG
1
GEORGETOWN
7
RG
3
2
BERKELEY
4
DORCHESTER

20w

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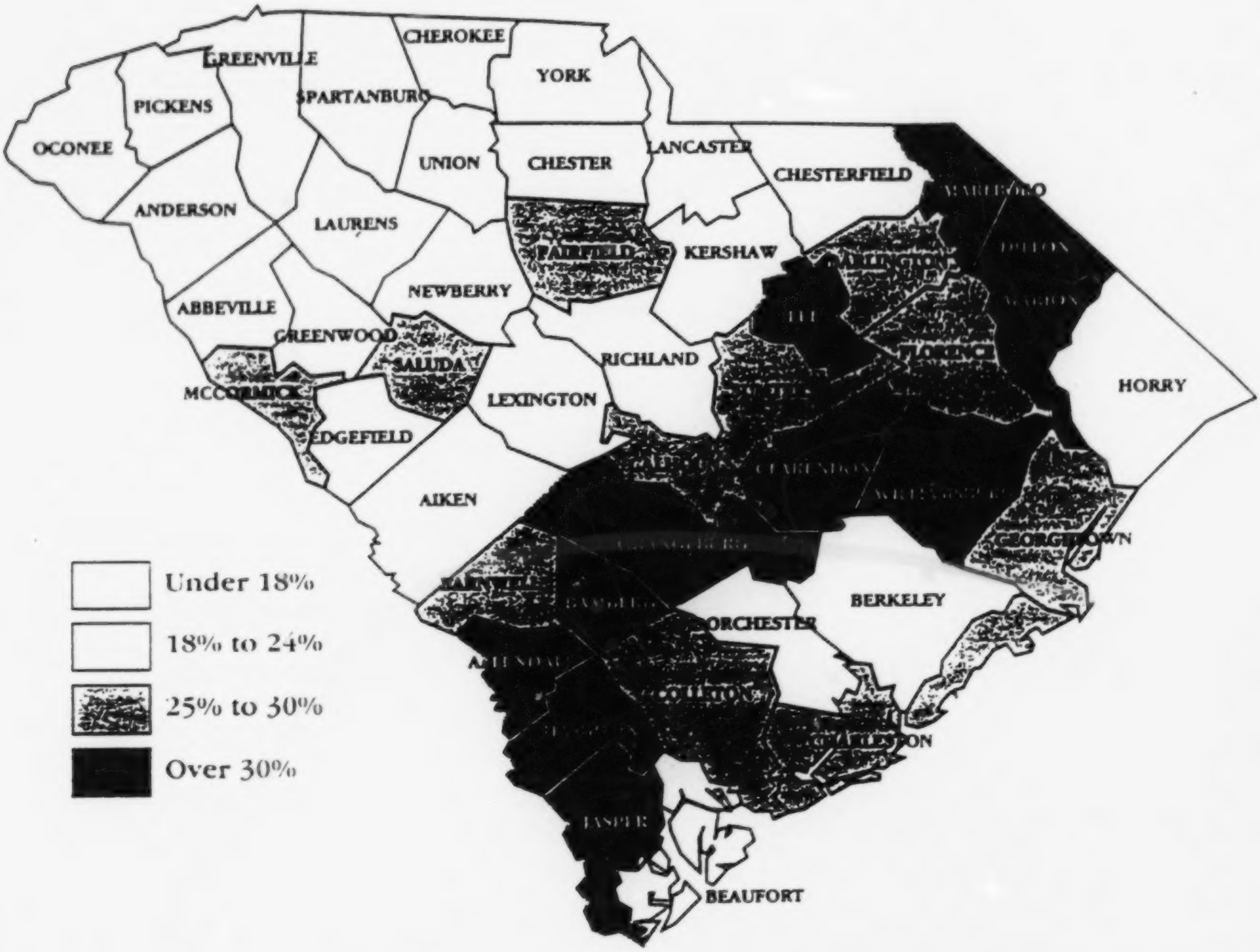
CHILDREN IN POVERTY

(Percent of children, age 0 – 17, living in poor families)


CHEROKEE
GREENVILLE
YORK
PICKENS
SPARTANBURG
OCONEE
UNION
CHESTER
LANCASTER
CHESTERFIELD
MARLBORO
ANDERSON
LAURENS
FAIRFIELD
KERSHAW
DILLON
DARLINGTON
LEE
MARION
NEWBERRY
ABBEVILLE
GREENWOOD
SALUDA
RICHLAND
FLORENCE
HORRY
MCCORMICK
LEXINGTON
SUMTER
EDGEFIELD
CLARENDON
WILLIAMSBURG
AIKEN
CALHOUN
ORANGEBURG
GEORGETOWN
BARNWELL
BAMBERG
DORCHESTER
BERKELEY
ALLENDALE
COLLETON
HAMPTON
CHARLESTON
JASPER
BEAUFORT
Under 18%
18% to 24%
25% to 30%
Over 30%

South Carolina 21%

Source: SC State Data Center from 1990 Census

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PERCENT OF 1990 FAMILIES BELOW POVERTY LEVEL IN 1989*
BY COUNTY

Listed Alphabetically

County	Total Families 1990	Below Poverty Level in 1989 Number	Percent	Rank
Abbeville	6,623	720	10.9	34
Aiken	33,643	3,693	11.0	32
Allendale	2,714	908	33.5	1
Anderson	41,770	3,601	8.6	41
Bamberg	4,247	982	23.1	6
Barnwell	5,459	960	17.6	14
Beaufort	23,017	2,534	11.0	32
Berkeley	34,642	3,626	10.5	35
Calhoun	3,424	549	16.0	17
Charleston	73,996	10,181	13.8	23
Cherokee	12,456	1,408	11.3	31
Chester	8,673	1,125	13.0	26
Chesterfield	10,558	1,642	15.6	21
• Clarendon	7,520	1,902	25.3	2
Colleton	9,364	1,853	19.8	12
• Darlington	16,857	2,643	15.7	20
• Dillon	7,447	1,644	22.1	8
Dorchester	22,330	2,045	9.2	39
Edgefield	4,918	675	13.7	24
Fairfield	5,678	914	16.1	16
• Florence	30,155	4,794	15.9	18
Georgetown	12,533	1,979	15.8	19
Greenville	88,560	6,882	7.8	43
Greenwood	16,414	2,005	12.2	27
Hampton	4,938	1,087	22.0	9
Horry	40,552	4,695	11.6	28
Jasper	4,044	905	22.4	7
Kershaw	12,355	1,232	10.0	37
Lancaster	15,348	1,770	11.5	29
Laurens	15,932	1,548	9.7	38
• Lee	4,685	1,118	23.9	5
Lexington	47,826	3,004	6.3	46
McCormick	2,069	409	19.8	12
• Marion	9,037	2,181	24.1	4
• Marlboro	7,585	1,633	21.5	10
Newberry	9,148	1,046	11.4	30
Oconee	17,212	1,391	8.1	42
Orangeburg	21,636	4,479	20.7	11
Pickens	24,277	1,763	7.3	45
Richland	68,212	6,882	10.1	36
Saluda	4,553	659	14.5	22
Spartanburg	63,084	5,533	8.8	40
• Sumter	25,997	4,389	16.9	15
Union	8,542	1,145	13.4	25
• Williamsburg	9,446	2,285	24.2	3
York	36,099	2,754	7.6	44
State Totals	935,575	111,173	11.9	
County Median			13.7	

Source from: Rankings of the Counties and School Districts of South Carolina, 1991, 1992. SC Department of Education June 1993.

Ranked Numerically

County	Total Families 1990	Below Poverty Level in 1989 Number	Percent	Rank
Allendale	2,714	908	33.5	1
• Clarendon	7,520	1,902	25.3	2
• Williamsburg	9,446	2,285	24.2	3
• Marion	9,037	2,181	24.1	4
• Lee	4,685	1,118	23.9	5
Bamberg	4,247	982	23.1	6
Jasper	4,044	905	22.4	7
• Dillon	7,447	1,644	22.1	8
Hampton	4,938	1,087	22.0	9
• Marlboro	7,585	1,633	21.5	10
Orangeburg	21,636	4,479	20.7	11
Colleton	9,364	1,853	19.8	12
McCormick	2,069	409	19.8	12
Barnwell	5,459	960	17.6	14
• Sumter	25,997	4,389	16.9	15
Fairfield	5,678	914	16.1	16
Calhoun	3,424	549	16.0	17
• Florence	30,155	4,794	15.9	18
Georgetown	12,533	1,979	15.8	19
• Darlington	16,857	2,643	15.7	20
Chesterfield	10,558	1,642	15.6	21
Saluda	4,553	659	14.5	22
Charleston	73,996	10,181	13.8	23
Edgefield	4,918	675	13.7	24
Union	8,542	1,145	13.4	25
Chester	8,673	1,125	13.0	26
Greenwood	16,414	2,005	12.2	27
Horry	40,552	4,695	11.6	28
Lancaster	15,348	1,770	11.5	29
Newberry	9,148	1,046	11.4	30
Cherokee	12,456	1,408	11.3	31
Aiken	33,643	3,693	11.0	32
Beaufort	23,017	2,534	11.0	32
Abbeville	6,623	720	10.9	34
Berkeley	34,642	3,626	10.5	35
Richland	68,212	6,882	10.1	36
Kershaw	12,355	1,232	10.0	37
Laurens	15,932	1,548	9.7	38
Dorchester	22,330	2,045	9.2	39
Spartanburg	63,084	5,533	8.8	40
Anderson	41,770	3,601	8.6	41
Oconee	17,212	1,391	8.1	42
Greenville	88,560	6,882	7.8	43
York	36,099	2,754	7.6	44
Pickens	24,277	1,763	7.3	45
Lexington	47,826	3,004	6.3	46
State Totals	935,575	111,173	11.9	
County Median			13.7	

*See Footnote Listing at end of tables.

LETTERS OF SUPPORT FROM

APPROPRIATE SCHOOL DISTRICTS AND AGENCIES

Clarendon 1
Clarendon 2
Clarendon 3
Dillon 1
Dillon 2*
Dillon 3
Florence 3*
Florence 5
Lee County
Marion 1
Marion 2
Marion 3
Marion 4*
Marlboro
Sumter 2
Williamsburg

South Carolina Commission for the Blind*
    Elizabeth McKown
    Debbie Blackmon
    Barbara Langeland

South Carolina Commission for the Deaf and Blind*
    Joe Beth Buffington

Vocational Rehabilitation Department of SC*
    Vince Rhodes

Healthy Start*
    Diane Meyers - Clinical Coordinator

*Verbal Commitments of support

Clarendon School District 1

ADMINISTRATIVE OFFICES

P.O. BOX 38 · LARRY D. KING, JR. STREET
SUMMERTON, S.C. 29148-0038

Tel: (803) 485-2325
FAX: (803) 485-2822

January 18, 1994

Mr. Robert Scott, Director
Project SHARE
Post Office Box 829
Florence, South Carolina 29503

Dear Mr. Scott:

I applaud your work in leading our organization of Project SHARE to expand services in this region for improvement of the scope and quality to children with low-incident handicapping conditions. We heartily endorse the concept of the expansion of local services for deaf/blind children/youth and their families for improved access through the proposed satellite programs.

You can count on Clarendon District One and our personnel for support as we work together to enhance needed services to our special children.

Sincerely,,

Milton Marley

Milton Marley, Ph.D.
Superintendent

/dma

c: Mrs. Omega D. Hilton

20bb

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Equal Opportunity Employer

JAN-19-1994 14:22 FROM CLARENDON ONE SCHOOLS TO 16693393 P.01

CLARENDON COUNTY SCHOOL DISTRICT TWO
15 MAJOR DRIVE
POST OFFICE BOX 1252
MANNING, SOUTH CAROLINA 29102

SYLVIA H. WEINBERG, Ph.D.
SUPERINTENDENT

TELEPHONE:
803/435-4435

January 13, 1994

Mr. Bob Scott
Pee Dee Education Center
P.O. Box 829
Florence, SC 29503

Dear Mr. Scott:

Thank you for submitting a proposal to the State Department of Education to expand upon the regional model to increase access to and improve the quality of comprehensive services within our region for deaf/blind children/youth and their families.

We do support the two satellite programs within the Pee Dee Region. The satellite programs would provide an effective service delivery to children with dual sensory impairments.

Sincerely,

Sylvia H. Weinberg

Sylvia H. Weinberg, Ph.D.
Superintendent

SHW/cd

Clarendon County School District No. 3

Phone (803) 659-2188
Fax (803) 659-3204

Post Office Drawer 270, Turbeville, South Carolina 29162

Edgar C. Taylor, Ed. D., Superintendent

January 14, 1994

Mr. Robert Scott, Director
Project SHARE
P. O. Box 829
Florence, SC 29503

Dear Mr. Scott:

I applaud your work in leading our organization of Project SHARE to expand services in this region for improvement of the scope and quality to children with low-incident handicapping conditions. We heartily endorse the concept of the expansion of local services for deaf/blind children/youth and their families for improved access through the proposed satellite programs.

You can count on this district and our personnel for support as we work together to enhance needed services to our special children.

Sincerely,

Edgar C. Taylor

Edgar C. Taylor, Ed.D.
Superintendent

ECT:gc

DILLON COUNTY DISTRICT ONE
LAKE VIEW SCHOOLS

tephen Laird
uperintendent

(803) 759-3001
FAX #759-3000

January 10, 1994

Mr. Robert Scott
Pee Dee Education Center
P.O. Box 629
Florence, S.C. 29503

Dear Mr. Scott:

Dillon District One is very supportive of the Project SHARE proposal for satellite programs for deaf/blind children. We believe this program would substantially improve services to handicapped children. The program to be housed in Dillon District Two would provide easy access for students who live in our district.

We hope this proposal is approved and implemented. If we can be of help, do not hesitate to call.

Sincerely,

Stephen Laird

Stephen Laird
Superintendent

. BOX 644 207 EAST THIRD AVENUE LAKE VIEW, SOUTH CAROLINA 29563

LATTA SCHOOLS
Dillon County District No. 3
Post Office Box 458
Latta, South Carolina 29565

OFFICE OF THE SUPERINTENDENT
TELEPHONE 803-752-7101

January 10, 1994

Mr. Bob Scott
Pee Dee Regional Education Center
P. O. Box 829
Florence, SC 29503

Dear Bob,

Dillon School District 3 (Latta) wholeheartedly supports the satellite program concept to increase the access to and improve the quality of comprehensive services within the Pee Dee Region for deaf/blind children and their families. We support a proposal as such by Project S.H.A.R.E. for submission to the Sate Department of Education.

Our district additionally could physically support such a need of building space in as much as we have a four classroom pod kindergarten building not being used now. This has occurred because of recent restructuring of our schools/grades. This building is modern with all necessary access features and there are no plans for permanent use of these rooms by the district in our ten year educational plan. Furthermore, the building has its own playground and is directly beside our administrative offices which would provide for excellent monitoring.

Sincerely,

John M. Kirby
Superintendent

JMK:rh

FLORENCE COUNTY SCHOOL DISTRICT FIVE
Johnsonville, SC 29555
Pride of the Pee Dee

Marion Street
P.O. Drawer 98

Phone: (803) 386-2358
FAX: (803) 386-3029

January 14, 1994

Mr. Robert Scott, Director
Project SHARE
P.O. Box 829
Florence, S. C. 29503

Dear Mr. Scott:

Thank you for your work in seeking funding to support services to children with deaf-blindness through the establishment of regional resource models. Florence School District Five endorses this concept of service delivery and fully supports your efforts through Project SHARE to secure funding for this program.

We look forward to the announcement of this grant as we strive to meet the needs of the children and families of the Pee Dee Region.

Sincerely,

Paul A Shaw

Paul A. Shaw
Superintendent

wm

c Mr. Terry Orr
File

20gg

MARION SCHOOL DISTRICT ONE
616 Northside Avenue
Marion, South Carolina 29571
Telephone (803) 423-1811

CHARLES J. BETHEA
Superintendent

January 14, 1994

Dr. Ora Spann, Director
Office of Programs for Exceptional Children
State Department of Education
1429 Senate Street
Columbia, South Carolina 29201

Dear Dr. Spann:

Marion School District One strongly supports the proposal of Project Share to expand upon our regional model for serving low incidence handicapped children with deaf-blindness by launching two satellite sites. These sites will increase access and improve the quality of services rendered to the children and their families.

We would appreciate the favorable consideration of this proposal by your office.

Sincerely,

Charles J. Bethea

CJB/ae

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Home of the Swamp Foxes

Mullins School District Number 2

Marion County
Post Office Box 689
Mullins, South Carolina 29574-0689
(803) 464-3700 FAX (803) 464-3705

January 10, 1994

received
1-11-94

Mr. Robert Scott, Director
Project SHARE
Post Office Box 829
Florence, South Carolina 29503

Dear Mr. Scott:

I applaud your work in leading our organization of Project SHARE to expand services in this region for improvement of the scope and quality to children with low-incident handicapping conditions. We heartily endorse the concept of the expansion of local services for deaf/blind children/youth and their families for improved access through the proposed satellite programs.

You can count on this district and our personnel for support as we work together to enhance needed services to our special children.

Sincerely,

William C. Foil

William C. Foil
Superintendent

/es
cc: Mrs. Vicki Kirby
Mrs. Sherry Strickland
File

RAINS-CENTENARY SCHOOL DISTRICT THREE
Post Office Drawer 430
Rains, South Carolina 29589

Telephone: (803) 423-2891

FRANK M. HART
Superintendent

ANNE COX
Asst. Superintendent for Instruction
VICTORIA BELIN
Coordinator of Special Services

January 11, 1994

received
1-11-94

Mr. Bob Scott, Director
Pee Dee Educational Center
P.O. Box 829
Florence, S.C. 29503

Dear Mr. Scott:

This is to verify our conservation concerning the need for satellite programs to serve the needs of deaf/blind children.

It is felt that much a program as outlined would enhance services to law incident students and pledge the cooperation of this district in this effort to further serve the needs of our students.

Sincerely,

F. M. Hart
Frank. M. Hart
Superintendent

The School District of Marlboro County
122 Broad Street
P.O. Box 947
Bennettsville, South Carolina 29512-0947
(803) 479-4016 Fax (803) 479-5944

January 10, 1994

received
1-11-94

Robert Scott, Director
Pee Dee Education Center
P. O. Box 829
Florence, South Carolina 29503

Dear Bob,

On behalf of the School District of Marlboro County, I am honored to write in support of your grant application to provide services for children with deaf-blindness afflictions.

Marlboro County cannot provide these services without financial assistance, such as that provided by this grant. We have a large number of students who would also qualify for services in a consortium-type agreement that would be more cost-effective for other districts in the Pee Dee Region like Marlboro County.

We will be happy to cooperate in any way to provide additional information and you have our pledge to work with the grant staff to properly implement any approved programs.

Thank you for your leadership in this exciting program.

Sincerely yours,

Joseph D Delaney

Joseph D. Delaney
Superintendent

JDD:bcb

BEST COPY AVAILABLE

20kk

THE SCHOOL DISTRICT OF MARLBORO COUNTY PROHIBITS DISCRIMINATION IN HIRING, PROMOTION, DISCHARGE, PAY, FRINGE BENEFITS, AND OTHER ASPECTS OF EMPLOYMENT ON THE BASIS OF RACE, COLOR, RELIGION, SEX, AGE OR NATIONAL ORIGIN AND COMPLIES WITH SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED

SUMTER SCHOOL DISTRICT TWO
P.O. BOX 2425 SUMTER SC 29151-2425 (803) 469-6900 FAX (803) 469-3769

received
1-11-94

Mr. Bob Scott, Director
Pee Dee Regional Education Center
P.O. Box 829
Florence, SC 29503

January 10, 1994

Dear Mr. Scott:

Pursuant to "Services for Children with Deaf-Blindness" federal grant proposal which Project SHARE is submitting to the South Carolina State Department of Education, Sumter School District Two is in full support of two satellite programs as described in the proposal. The regional resource model presented is a viable plan to provide our children with low incidence disabilities effective and equitable quality programs and coordinated services in the least restrictive environment.

Please contact us if we can be of assistance.

Sincerely,

J. Frank Baker

J. Frank Baker, Superintendent

SCHOOL DISTRICT OF WILLIAMSBURG COUNTY
Post Office Box 1067
Kingstree, South Carolina 29556

JAMES A. FRANKLIN, SR.
Superintendent

TELEPHONE
(803) 354-5571
FAX (803) 354-3213

received
1-13-94

January 10, 1994

Mr. Robert Scott, Director
Pee Dee Education Center
P. O. Box 829
Florence, SC 29503

Dear Mr. Scott:

Certainly the need for the "Services for Children with Deaf-Blindness" has been demonstrated in the grant application submitted from the Pee Dee Education Center. The Williamsburg County School District supports the grant proposal and will work with the Pee Dee Education Center and other school districts affected by the application.

The Pee Dee school districts need this additional service for our children.

If I can be of further assistance with this effort, please let me know.

Sincerely yours,

James A. Franklin, Sr., Ed.D.
Superintendent

jmf

South Carolina
Commission for the Blind

DONALD GIST, Commissioner

1430 CONFEDERATE AVENUE • COLUMBIA, SOUTH CAROLINA 29201 • PHONE 734-7520 • FAX 734-7885

January 13, 1994

Mr. Robert Scott
Project SHARE
Pee Dee Education Center
P. O. Box 829
Florence, South Carolina 29503

Dear Mr. Scott:

Thank you for the opportunity to acknowledge our appreciation for the cooperative relationships and collaborative efforts between Project SHARE and the South Carolina Commission for the Blind.

We are pleased to support your proposal to expand the regional model within the Pee Dee region for children and youth who are deaf and blind. Best wishes to you in your endeavor to obtain funding to improve accessibility and the quality of comprehensive services to this population.

We look forward to our continued relationship with the public school districts served through Project SHARE.

Sincerely,

Lana Ott

Lana Ott, Director
Community Services

LO:las

BOARD
EARLENE S. GARDNER, Chairman
CLAY W. EVATT, Jr., M.D., Vice Chairman
SAMUEL L. ZIMMERMAN, Secretary
ROBERT R. BELL, Member
YVONNE BRADLEY-OFFORD, Member
HUGH GASKIN III, M.D., Member
GEN. HARRIS W. HOLLIS (Ret.), Member

DILLON DISTRICT TWO
401 WEST WASHINGTON STREET
DILLON, SOUTH CAROLINA 29536

D. R. ROGERS, SUPERINTENDENT
TELEPHONE NUMBER: 774-1200

January 14, 1994

Mr. Robert Scott, Director
Project SHARE
Post Office Box 829
Florence, South Carolina 29503

Dear Mr. Scott:

Dillon District Two is very much in favor of the expansion of services for low-incidence disabling conditions. We look forward to this leading to an even greater expansion of services.

Sincerely,

D. R. Rogers

D. R. Rogers, Jr.

ATTACHMENT E

MANUAL FOR REPLICATION OF REGIONAL SERVICES

LID

LOW INCIDENCE DISABILITIES

LINKING

INDIVIDUALS DESTINATIONS

CONSORTIUM TO SERVE DEAF/BLIND
Pee Dee Education Center
142 South Dargan Street
Florence, South Carolina 29506

Robert C. Scott, Jr., Director, PDEC
Suzann C. Long, Coordinator, LID

A Grant for Services for Children and Youth with Deaf-Blindness - Section 307.11

PEE DEE
EDUCATION CENTER

AN EDUCATIONAL VISION
FOR THE FUTURE

PEE DEE EDUCATION CENTER
PEE DEE REGIONAL CENTER FOR DEAF-BLIND SERVICES
142 South Dargan Street, Florence, SC 29506 (803) 669-3391

Serving Children & Youth with Deaf-Blindness

DEAF-BLINDNESS

Deaf-blindness is a combination of vision and hearing loss, not necessarily complete deafness and complete blindness. There is a wide range of thinking and developmental ability among deaf-blind individuals who are gifted to profoundly multiple disabled. Deaf-blindness creates additional problems in the areas of mobility and communication, as well.

Estimates indicate that there are approximately 40,000 people in the United States who are deaf/blind. A study by Teaching Research Division at Western Oregon State College has identified over 5,000 children and youth. It is estimated that this number could be as high as 11,000. It is generally believed that dual sensory impairment occurs in three of 100,000 births. There are many causes of deaf-blindness; Rubella, CHARGE Association, Usher's Syndrome, genetic disorders, accident and illness are some of the more common ones.

Federal legislation defines children with deaf-blindness as individuals between the ages of birth and 21 years of age who have "auditory and visual impairments, the combination of which creates such severe communication and other developmental and learning needs that they cannot be appropriately educated without special education and related services, beyond those that would be provided solely for children with hearing impairments, visual impairments, or severe disabilities, to address their educational needs due to those concurrent disabilities."

Individuals who are deaf-blind need early intervention and personal attention to stimulate their understanding and interest in the world around them. The information that most children pick-up naturally must be deliberately introduced to children with dual sensory impairments.

Communication and mobility are often the most affected areas of life for a person with deaf-blindness causing feelings of isolation and loneliness. Development of compensatory skills can help bridge this gap. Training and instructional strategies are available to parents and educators relative to communication and mobility.

Adapted from Deaf-blindness: A Fact Sheet, Gallaudet University

The information contained in this fact sheet is from California Deaf-Blind Services. The purpose of the fact sheet is to give general information on a specific topic. More specific information for an individual student can be provided through individualized technical assistance by contacting Suzann Long, Coordinator of LID at the Pee Dee Education Center, (803)669-3391. The fact sheet is a starting point for further information.

"EDUCATION CAN NOT EXCEED OUR EXPERIENCE," MARK TWAIN

We as educators are faced with new challenges and opportunities as we continue to provide appropriate educational programs for individuals with unique abilities. The Low Incidence Disabilities Grant has provided the Pee Dee Region the opportunity to enhance the education for students with deaf-blindness - Linking Individuals with Destinations - LID.

These unique individuals are an extremely low prevalence disability group with highly specialized instructional needs. There is an alarming shortage of qualified personnel to serve these students. The students' abilities are all different.

A concern for many school districts is identifying and providing appropriate education for these students. Generally few students per district, a lack of trained teachers, and limited resources affect options for educational settings.

The Pee Dee Education Center is a resource center for training, supporting, and providing materials for the parents and school districts of deaf-blind students. Based on the success of the Pee Dee Education Center Consortium, districts will receive assistance in developing a similar consortium to meet the educational needs of the deaf-blind students.

Throughout the nation, education for students of unique abilities has proven to be costly and in many instances inappropriate. The support for families has been limited and inconsistent. Too often the disability has become the focus of educational placement with the lack of knowledge and understanding of students' abilities.

Support from the LID Grant allows districts to receive services from the Pee Dee Education Center. These services include:

I. Staff Development

II. Technical Assistance

   1. Assist in assessments, evaluations, and students' IEPs
   2. Observation of teachers and students
   3. Demonstrative teaching techniques

III. Indirect services

   1. Teacher consulting
   2. In-service training
   3. Collaborative teaming and advocacy for high quality services

IV. Parent and family training and support

LID - LOW INCIDENCE DISABILITIES

L ook
I nitiate
D iscover

A *consortium* is an agreement and a partnership of several school districts and/or agencies joining together in a common goal.

LOOK and you can see the unique abilities of the deaf-blind student . . .

LOOK

- How many students are now being placed in programs that are not set-up to address specialized needs?
- How many teachers on staff have been trained to assist and plan programs to meet the needs of students who are deaf-blind?
- How much in-service training is provided for staff working with students who have vision and hearing impairments?
- Has the district provided a consistent and supportive parent and family program?
- Are the behaviors of students who have dual sensory impairments understood?
- Does the school staff understand and utilize different communication modes?
- Are the Individual Education Program (IEP) goals relevant to the students developing functional life skills?

Many school districts are now addressing these questions. These students are not deaf with vision impairments, nor are they blind with hearing impairments. A dual sensory impaired student requires the specialized training and assessment abilities of all team members. To make the best use of the qualified teachers who do exist, local school districts must collaborate to meet the unique abilities of students who are deaf-blind. Effective educational programs for these students require instructional staff who understand the impact of deaf-blindness on learning, have skills in deaf-blind communication techniques, and have skill in orientation and mobility instruction. These students' exceptional learning needs must be addressed by those with specialized training.

A consortium of several districts can train staff, assess students, and provide family support in an economical and quality program. It is most difficult for each district to service these students in a systematic and consistent environment alone. A collaborative plan can be productive for all.

Together we can seek solutions which can maximize the use of available resources at the most reasonable costs.

INITIATE a program that will link all individuals with destination for functional living . . .

INITIATE

A consortium comes together through a mutual concern, interest, and common goal. It is an agreement among districts to provide quality teachers, programs, related services, family support, and a continuum of education for the students. One district can initiate an educational bond by calling neighboring districts to discuss the educational assessments, IEP goals, and classroom placement for students now being served. This contact can lead to a formal agreement. The participating districts write policies, procedures, and membership regulations.

A formalized consortium should appoint a person(s) to serve as a liaison or chairperson to coordinate staff, in-service trainings, and resources. The responsibilities of this person is relevant to the service delivery plan the consortium chooses.

The delivery services will be decided by the districts' individual schools, and/or agencies as a member of a consortium. This service may include a cluster school that consists of centrally located schools - elementary, junior high-middle, high school, and vocational. The cluster school provides a continuum of services throughout the student's education years and the consolidation of those students who are dual sensory impaired. This delivery service will effectively utilize trained personnel, special equipment, materials, and support. This service provides sensory impaired students the opportunity to interact with fellow schoolmates who are sensory impaired and who are not sensory impaired.

A planning/training resource center is another option for a delivery service. The resource center houses specialized staff and materials for training and support to meet the students' unique needs and abilities. An update and review of achievements is a necessary component of the educational goals. The resource center will be available for staff and parents.

School districts' decide which delivery service and the appropriate placement of the student who is deaf-blind. These districts join together for teacher training, resource material, and/or special equipment to development the unique communication mode of the student. These students' functional and educational potentials are often assessed as underachievers. Continual evaluations and program adaptations are a must for these students.

To guide, assist, and support the staff, a team of individuals is selected to serve as a resource, mediator, consultant, and steward. This team is a vital link to the program. It is a representation of professionals from the districts, state agencies, local agencies, ophthalmologists, optometrists, audiologists, parents, early interventionists, and others serving sensory impaired individuals. The number will be decided by the consortium.

Individual members **must** be a **team player** who --

1. understands deaf-blindness
2. is committed to providing a program appropriate to meet the complicated needs of these students

3. has a knowledge of the abilities of these students
4. understands the inseparable education of both student and family
5. anticipates the success of these students

As a member of a consortium, districts will multiply resources, increase staff preparations, provide for a continuing parent support system, and be a part of local and state professionals who are knowledgeable of deaf-blind needs. The students will be receiving the necessary training to develop their skills to be functional individuals. Specialized training for personnel will be continuously provided. Educational costs will be minimized for all.

As districts begin to LOOK - INITIATE -

they will DISCOVER . . .

DISCOVER - How to Link Individuals with Destinations.

Many districts are now serving these students who are deaf-blind in other existing programs. The limited number of trained individuals has often placed these students in programs for students with multiple disabilities, severely mental disabilities, or emotional disabilities. The deaf-blind student is one who is most often misunderstood through assessments, placements, and educational goals. The inability to see and hear has given the student little communication and mobility in the environment. The behaviors of self-stimulation and frustration are only characteristics from the limited use of vision and hearing. These characteristics are often misunderstood as the limited ability of these students. These characteristics are merely learned responses to an insecure and unidentifiable world.

The cost of education, the unique abilities and special needs of students, and the limited availability of specialized, trained staff challenge you more than ever before. As a member of a consortium, each district/agency will be able to provide trained staff, appropriate assessments, parent/family support, community and agency cooperations, and functional individuals who are dual sensory impaired.

Education is not a means to an end. It is a process of learning, growing , and functioning. It is an interrelationship of all individuals with the world. It is the ability to see that which is unseen and to hear that which is unheard. Students' rights, student crime, family dysfunction, and social pressures are just a few of the added responsibilities of the 21st Century educator. Support and training are necessary elements for all models of service. There is no **one** way that works. A multi-district/agency effort provides the deaf-blind students a total developmental, functional, and successful program.

L I F T

INDIVIDUALS

<-- LINKING -->

<-- FAMILIES <-- TEACHERS -->

It has been said "Parenting is not for Cowards." Being a parent is a most rewarding, exciting, and a non-stop journey of human perseverance. No other title requires so much of individuals, and yet is acquired with little or no preparation.

Parents of children who are dual-sensory impaired are bestowed with uncertainty, insecurity, and a vast emptiness of unanswered questions. So often we, as professionals, are quick to demand, require, and judge what these parents "should" do to help this complex bundle of chaos. With the special needs of these children, come special needs and support for the family.

All parents want the best for their children. All parents want their children to learn to be independent and happy. These families are the primary care providers. Instead of telling parents what they need to do or should have done, let's work with families to learn what we can do to provide the opportunity for this child to communicate and respond to the family. Each step for this child who is deaf-blind is a slow, but a major accomplishment.

Together families can see this child of unique abilities. Together these families will learn the development of this child is not a textbook of developmental sequences. This child cannot be expected, nor can be limited to perceive the world as a child with sight and hearing. We (educators, service agencies, and families) can link these individuals to destinations.

"Milestones for these children are irrelevant because their developmental route may be 'cross-country.' A milestone does not tell you if you are on the best road, but simply how far you have come or how far you have to go. Too often milestones have been confused with destinations.", A Mervyn Fox, M.B, B.S., F.R.C.P., D.C.H., Associate Professor of Peadiatrics - The University of Western Ontario.

To provide parents with resources, new ideas, and a word of encouragement the Low Incidence Disabilites grant housed at the Pee Dee Education Center will have a quarterly newsletter, Linking Individuals, Families, Teachers (LIFT).

Districts, teachers, and agencies are all encouraged to contribute information to be included in the newsletter.

PEE DEE EDUCATION CENTER

Florence, SC

BOARD OF DIRECTORS,
SPECIAL EDUCATION COORDINATORS
AND
PROJECT SHARE CONSULTANTS

PEE DEE EDUCATION CENTER
BOARD OF DIRECTORS

	Telephone Number
Clarendon County	
District 1 - Summerton Jerry Leviner, Superintendent P. O. Box 38, Summerton, SC 29148-0038	485-2325
District 2 - Manning Dr. Rose Hilliard, Superintendent P. O. Box 1252, Manning, SC 29102	435-4435
District 3 - Turbeville Elizabeth L. Coker, Superintendent P. O. Drawer 270, Turbeville, SC 29162	659-2188
Darlington County	
School District Jim Newsom, Superintendent P. O. Box 493, Darlington, SC 29532	398-5206
Dillon County	
District 1 - Lake View Stephen T. Laird, Superintendent P. O. Box 644, Lake View, SC 29563-0644	759-3001
District 2 - Dillon D. Ray Rogers, Superintendent 401 West Washington Street, Dillon, SC 29536-2898	774-1200/ 774-1201
District 3 - Latta Dr. John M. Kirby, Superintendent P. O. Box 458, Latta, SC 29565	752-7101
Florence County	
District 1 - Florence Dr. Thomas E. Truitt, Superintendent 319 South Dargan Street, Florence, SC 29506	669-4141
District 2 - Pamplico Steve Quick, Superintendent Route 1, Box 36-B, Pamplico, SC 29583	493-2502

Florence County (continued)

District 3 - Lake City
Dr. Lane N. Floyd, Superintendent 394-8652
P. O. Drawer 1389, Lake City, SC 29560

District 4 - Timmonsville
Dr. T. Paul Vivian, Superintendent 346-5391
220 Pinckney Street, Timmonsville, SC 29161

District 5 - Johnsonville
V. Keith Callicutt, Superintendent 386-2358
P. O. Drawer 98, Johnsonville, SC 29555

Lee County

School District
Dr. John Stevenson, Interim-Superintendent 484-5327
P. O. Box 507, Bishopville, SC 29010

Marion County

District 1 - Marion
Charles J. Bethea, Superintendent 423-1811
616 Northside Avenue, Marion, SC 29571

District 2 - Mullins
Dr. Dale Strickland, Superintendent 464-3700
P. O. Box 689, Mullins, SC 29574

District 3 - Rains
Dr. Everette Dean, Jr., Superintendent 423-2891
P. O. Drawer 439, Rains, SC 29589

District 4 - Gresham
Dr. Milton Marley, Superintendent 362-0331
Route 1, Box 499, Gresham, SC 29546

Marlboro County

School District
Joe Delaney, Superintendent 479-4016
P. O. Box 947, Bennettsville, SC 29512

Williamsburg County

School District

Kenneth Gardner, Superintendent 354-5571
423 School Street, Kingstree, SC 29556

Francis Marion University

Dr. Tom Sills, Dean, School of Education 661-1475
P. O. Box 100547, Florence, SC 29501-0547

PEE DEE EDUCATION CENTER
SPECIAL EDUCATION COORDINATORS

	Telephone Number
Clarendon County	
District 1 - Summerton Arnitha Butler, Special Education Coordinator P. O. Box 38, Summerton, SC 29148-0038	485-2325
District 2 - Manning Judy Holmes, Special Education Coordinator P. O. Box 1252, Manning, SC 29102	435-8489
District 3 - Turbeville Margaret Demery, Special Education Coordinator P. O. Drawer 270, Turbeville, SC 29162	659-2188
Darlington County	
School District Mary Scott, Special Education Coordinator P. O. Box 493, Darlington, SC 29532	398-5100
Dillon County	
District 1 - Lake View Stephen T. Laird, Special Education Coordinator P. O. Box 644, Lake View, SC 29563-0644	759-3001
District 2 - Dillon Judith F. Huggins, Special Education Coordinator 401 West Washington Street, Dillon, SC 29536-2898	774-1207
District 3 - Latta Jane E. Martin, Special Education Coordinator P. O. Box 458, Latta, SC 29565	752-2730
Florence County	
District 1 - Florence Suzette Catoe, Special Education Coordinator 319 South Dargan Street, Florence, SC 29506	669-4141
District 2 - Pamplico Harvey W. Putnam, Special Education Coordinator Route 1, Box 36-B, Pamplico, SC 29583	493-2502

Florence County (continued)

District 3 - Lake City
Juanita Wilson, Special Education Coordinator 394-3353
P. O. Drawer 1389, Lake City, SC 29560

District 4 - Timmonsville
Avery Nelson, Special Education Coordinator 346-4031
220 Pinckney Street, Timmonsville, SC 29161

District 5 - Johnsonville
Terry B. Orr, Special Education Coordinator 386-2341
P. O. Drawer 98, Johnsonville, SC 29555

Lee County

School District
Randall Burns, Special Education Coordinator 484-5327
P. O. Box 507, Bishopville, SC 29010

Marion County

District 1 - Marion
Pam Brogdon, Special Education Coordinator 423-1811
616 Northside Avenue, Marion, SC 29571

District 2 - Mullins
Sherry W. Strickland, Special Education Coordinator 464-3700
P. O. Box 689, Mullins, SC 29574

District 3 - Rains
Victoria Belin, Special Education Coordinator 423-2891
P. O. Drawer 439, Rains, SC 29589

District 4 - Gresham
Jean W. Ford, Special Education Coordinator 362-0331
Route 1, Box 499, Gresham, SC 29546

Marlboro County

School District
James Jenkins, Special Education Coordinator 479-5922
P. O. Box 947, Bennettsville, SC 29512

Williamsburg County

School District 354-5533
Stiney Gardner, Special Education Coordinator
423 School Street, Kingstree, SC 29556

PEE DEE EDUCATION CENTER
PROJECT SHARE CONSULTANTS

142 South Dargan Street
Florence, SC 29506
(803) 669-3391

Suzann C. Long, Coordinator

Dana Peterson, Consultant for the Hearing Impaired

Sharon Shaner, Consultant for the Hearing Impaired

Janet Brand, Consultant for the Visually Impaired

Katie Kendrick, Consultant for the Visually Impaired

Kami Galloway, Physical Therapist

Deborah Friday, Physical Therapist Assistant

SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND

Spartanburg, S. C.

CONTACT LIST

S. C. School for the Deaf and the Blind
355 Cedar Spring Road.
Spartanburg, SC 29302-4699

Mr. Joseph P. Finnegan, Jr., -- President	(803) 594-3202
Ms. Carol Mabry -- Special Assistant to the President	(803) 594-3202
Dr. Alton Brant -- Principal, Deaf School	(803) 594-3271
Ms. Lin Mackechnie -- Principal, Blind School	(803) 594-3212
Ms. Brenda Shirley -- Principal, Multihandicapped School	(803) 594-3281
Mr. John Hartnett -- Principal, Vocational School	(803) 594-3234

SOUTH CAROLINA DEPARTMENT OF EDUCATION

Columbia, SC

CONTACT LIST

SOUTH CAROLINA DEPARTMENT OF EDUCATION

Dr. Barbara S. Nielsen, State Superintendent
S. C. Department of Education
1006 Rutledge Building
1429 Senate Street
Columbia, SC 29201
(803)734-8492

Dr. Ora Spann, Director
Office of Programs for Exceptional Children
S. C. Department of Education
808 Rutledge Building
1429 Senate Street
Columbia, SC 29201
(803)734-8806

Ms. Suzanne Swaffield, Education Associate
Office of Technical Assistance
S. C. Department of Education
513 Rutledge Building
1429 Senate Street
Columbia, SC 29201
(803)734-8222

PEE DEE EDUCATION CENTER
DEAF-BLIND RESOURCE AND MATERIAL LIST

DEAF-BLIND
BOOK/MATERIAL/VIDEO INVENTORY

Facilitating Hearing and Listening in Young Children (B)	Carol Flexer	Singular Publishing Grp., Inc.
Hearing Impairment Auditory Perception and Language Disability (B)	Bamford and Saunders	Singular Publishing Grp., Inc.
Individuals with Profound Disabilities Instructional and Assistive Strategies (B)	Les Sternberg, editor	pro-ed, Inc.
Getting in Touch: Communicating with a Child Who Is Deaf-Blind (V)		Research Press
Here I Come, Ready or Not (V)	Myra Lesser	The Western Instructional Support Center
Including Students with Severe Disabilities in Schools: Fostering Communication, Inter-action, and Participation (B)	Stephen Calculator, PhD Cheryl Jorgensen, PhD	Singular Publishing Grp., Inc.
Proceedings of the National Symposium on Children and Youth who are Deafblind (B)	John W. Reiman Patte A. Johnson	Teaching Research Publications
Touch Cues (V)	Instructional Technology Center	Educational Media Center
Sensory Motor Integration Activities (B)	Barbara E. Fink, OTR	Therapy Skill Builders
Administrators Guide to Programs for Children with Disabilities (Binder)	Office of Programs for Exceptional Children	South Carolina Department of Education
1994 Kephart Symposium on DeafBlind (Binder)		University of Northern Colorado
Materials for DeafBlind (Binder)	has catalogs and information on materials for DeafBlind	
Inclusion (Binder)	has articles and information on Inclusion	
West Virginia DeafBlind Project, September 1993 (Binder)		West Virginia Department of Education

BEST COPY AVAILABLE

Georgia DeafBlind Project Summer Institute-July 18-22, 1994 (Binder)		Georgia State University
Articles on DeafBlindness (Binder)	has articles on DeafBlindness	
DeafBlind Perspective Newsletters		
Catalogs on DeafBlind Materials		
A Resource Manual for Understanding and Interacting with Infants, Toddlers, and Preschool Age Children with Deaf-Blindness	Linda Alsop, M.Ed., Editor	SKI*HI Institute
Play and Recreation for Individuals with Disabilities: Practical Pointers	Susan J. Grosse and Donna Thompson, Editors	American Alliance for Health, Physical Education, Recreation and Dance
Communication Aids: 5/10/90 (V)		South Carolina Department of Education
Articles on Deafblindness II (Binder)	has articles on DeafBlindness	
Articles on Deafblindness III (Binder)	has articles on DeafBlindness	
Journal of Visual Impairment & Blindness--November-December 1994, Volume 88, #6		
Journal of Visual Impairment & Blindness--November-December 1994, Volume 88, #6, Part 2		
Journal of Visual Impairment & Blindness Index, Volume 87, 1993		
Suggestions For Modifying The Home and School Environment: A Handbook for Parents and Teachers of Children with Dual Sensory Impairments (Booklet)	Authors: Vickie Brennan, Flo Peck, and Dennis Lolli	Perkins School for the Blind
Blindness and Disorders of the Eye	Daniel Finkelstein, M.D.; The Wilmer Eye Institute; Johns Hopkins University	The National Federation of the Blind
AIN'T MISBEHAVIN' (V)	Texas School for the Blind and Visually Impaired--Outreach Department	Texas School for the Blind and Visually Impaired--Outreach Department

AIN'T MISBEHAVIN': Strategies for Improving the Lives of Students who are Deaf-Blind and Present Challenging Behavior (booklet)	Texas School for the Blind and Visually Impaired--Outreach Department	Texas School for the Blind and Visually Impaired--Outreach Department
A Conversation About Education in America (V)	U.S. Department of Education	U.S. Department of Education
A Vision Guide for Teachers of Deaf-Blind Children	South Atlantic Regional Center for Services to Deaf-Blind Children, Division of Exceptional Children, North Carolina Department of Public Instruction, Raleigh	South Atlantic Regional Center for Services to Deaf-Blind Children, Division of Exceptional Children, North Carolina Department of Public Instruction, Raleigh
PROFILES: Individuals with Deaf-Blindness	Lisa E. Edwards, B.S.; Karen S. Goehl, M.S., Larry A. Gordon, M.S.; edited by Joan Houghton, M.S.	Indiana Deaf-Blind Services Project
Administrative and Implementation Guidelines for School Community-Based Vocational Instruction Based on the Fair Labor Standards Act(B)	Project SETS (Supported Employment and Transition Services)	Department of Special Education College of Education Georgia State University
Training Guide for Social Security Work Incentives(B)	Project SETS (Supported Employment and Transition Services)	Department of Special Education College of Education Georgia State University
Training Guide for Community-Based Vocational Instruction(B)	Project SETS (Supported Employment and Transition Services)	Department of Special Education College of Education Georgia State University
Understanding Low Vision	edited by Randall T. Jose	American Foundation for the Blind
General Ophthalmology	Daniel G. Vaughan, Taylor Asbury, Paul Riordan-Eva	Appleton & Lange
Anatomy, Physiology, and Pathology of the Eye Study Guide	College of Education - Education of Exceptional Children (EDEX J733)	Telecommunications Instruction
EDEX J773 - Anatomy of the Eye Lessons 1-10 (V)	Instructional Services Center	University of South Carolina
EDEX J773 - Anatomy of the Eye Lessons 11-20 (V)	Instructional Services Center	University of South Carolina
EDEX J773 - Anatomy of the Eye Lessons 21-30 (V)	Instructional Services Center	University of South Carolina
Welcoming Students who are Deaf-Blind into Typical Classrooms (3 Copies)		

BEST COPY AVAILABLE

Dictionary of Eye Terminology (3 Copies)		
Every Move Counts (Video with Manuscript) (1 copy)		
THE INSITE MODEL Home Intervention Infant, Toddler, and Preschool Aged Multihanciapped Sensory Impaired Childred (Blinder) Volume I	editor: Susan Watkins, ED.D.	The INSITE Model Info. for Parent Advisors
THE INSITE MODEL Home Intervention for Infant, Toddler, and Preschool Aged Multhihanciapped Sensory Impaired Children (Blinder) Volume II	editor: Susan Watkins, ED.D.	The INSITE Model Visit Program
Etiologies and Characteristics of Deaf-Blindness	editors: Lawrence T. Eschelman, M.D., P.C.; James W. Long, M.D., P.C.; Kathryn W. Heller, R.N.	Georgia State University

SKI*HI Coactive Sign System Video Tape Set (Closed Captioned)
Publisher: Home Oriented Program Essentials, Inc. (HOPE, Inc.)

Tape 1: Lesson 1-Family Members and Interacting with Family
Lesson 2-Foods

Tape 2: Lesson 3-Daily Routines: Eating
Lesson 4-Daily Routines: Dressing, Undressing, Toileting, and Diapering

Tape 3: Lesson 5-Daily Routines: Washing and Bathing
Lesson 6-Daily Routines: Teeth and Hair; Getting Up and Going to Bed

Tape 4: Lesson 7-Daily Routines: Play and Sensory Stimulation
Lesson 8-Feelings: Being Sick

Tape 5: Lesson 9-Action Words in Daily Routines
Lesson 10-More Action Words and Prepositions in Daily Routines

Tape 6: Lesson 11-Going Places and Visiting People
Lesson 12-Special Words for Sensory Impaired Children

Tape 7: Unit 1-Toys, Animals; Unit 2-Body Parts; Unit 3-Colors; Unit 4-Letters, Numbers;
Unit 5-Home; Unit 6-Food; Unit 7-Being Sick, Getting Hurt; Unit 8-Time

Tape 8: Unit 9-Prepositions, etc.; Unit 10-Clothing; Unit 11-Cooking, Eating; Unit 12-Pronouns; Unit 13-Holidays; Unit 14-Bedroom, Bathroom; Unit 15-Family, People; Unit 16-Vehicles, Places, Things Outside

Tape 9: Unit 17-Descriptors: Adjectives, Adverbs, and Articles; Unit 18-Going to School; Unit 19-To Be Verbs and Helping Verbs; Unit 20-Action Words

prepared 8/29/95

ATTACHMENT F

TRAINING AND AWARENESS ACTIVITIES FOR FAMILIES AND PROFESSIONALS IN REGIONAL RESOURCE MODEL

TRAINING AGENDA
SATISFACTION SURVEYS
AWARENESS MATERIALS

LOW INCIDENCE DISABILITIES PROGAM PRESENTS:

CAROLYN MONACO
COORDINATOR OF DEAF-BLIND SERVICES
W. ROSS MCDONALD SCHOOL
ONTARIO, CANADA

"Initial Evaluation and Programming for Children with Deaf-Blindness"

(Followup from the September 10, 1994 Workshop)

WHEN: Saturday, March 11, 1995

WHERE: McLeod Medical Center Auditorium A
(Second Floor Main Hospital)

TIME: 9:00 a.m. -- 3:00 p.m.

*****A limit of 25 people*****
Reply forms must be received by February 28, 1995

Stipends will be provided **only for teachers and teachers' assistants of students with deafblindness.

*Lunch (Noon--1:00 p.m.) can be purchased in the McLeod Cafeteria

Low Incidence Disabilities, Pee Dee Education Center
142 South Dargan Street, Florence, SC 29506
(803) 669-3391

REPLY FORM

Paula Forney and Lynn McFarland
"Therapists and Teachers Working Together for Children with Deaf-Blindness"

Return by: March 13, 1995

Return to: Ellen J. Mackie
Low Incidence Disabilities
Pee Dee Education Center
142 South Dargan Street
Florence, SC 29506

____ **Yes, I will attend the workshop,"Therapists and Teachers Working Together for Children with DeafBlindness" on March 23 and 24, 1995.**

____
Name and Title (please print)

____
Daytime Telephone Number

____
School or Organization

____
Date

Please fill out the following:

Number of years experience: ____________________

Age of students or clients serving: ____________________

List any special needs and/or topics you specifically need answered: ____________________

____

____

____

!! ATTENTION !!

Physical, Speech, and Occupational Therapists

LOW INCIDENCE DISABILITIES PROGRAM WELCOMES:

PAULA FORNEY, PHYSICAL THERAPIST COORDINATOR FOR THE GEORGIA PINES PROGRAM, AND **LYNN MCFARLAND**, SPECIAL EDUCATION TEACHER FOR MULTIHANDICAPPED AND SENSORY IMPAIRED STUDENTS AND A NATIONAL TRAINER FOR SKY-HI THROUGH UTAH STATE

FOR A TWO DAY WORKSHOP, "Therapist and Teachers Working Together for Children with Deaf-Blindness"

When: Thursday, March 23, 1995 and
Friday, March 24, 1995

Where: Pee Dee Education Center in the
Downstairs Conference Room

Time: 9:00 a.m. -- 3:00 p.m.

*****A limit of 25 people*****
Reply forms must be received by March 13, 1995

Low Incidence Disabilities Grant, Pee Dee Education Center
142 South Dargan Street, Florence, SC 29506
(803) 669-3391

MEMORANDUM

TO: Robert C. Scott, Director, Pee Dee Education Center
Steering Committee, Low Incidence Disabilities Program

FROM: Ellen J. Mackie, Coordinator, Low Incidence Disabilities Program

SUBJECT: Visit from Toni Waylor Bowen

DATE: January 23, 1995

Toni Waylor Bowen, Regional Coordinator for *Traces* will be in the Pee Dee Region the week of January 30, 1995, providing technical assistance to districts. Her schedule is as follows:

Monday, January 30, 1995--Sumter District Two
Tuesday, January 31, 1995--Sumter District Two
Wednesday, February 1, 1995--Dillon District Two
Thursday, February 2, 1995--Florence District One; Attend Special Education Coordinators' Meeting

Thanks for your cooperation.

EJM/vlm

TECHNICAL ASSISTANCE PROVIDED
AUGUST, 1994 -- DECEMBER, 1994

WEEK OF AUGUST 15, 1994 - *+TONI WAYLOR BOWEN

Monday, August 15, 1994

Project SHARE Teachers (Kathleen Mulligan, Suzann Long, Gretchen Schroder, and Katie Kendrick)

**Carla Steele, Brockington Elementary, Darlington County School District

Tuesday, August 16, 1994

Betty Clark, GayeDawn Gibbs, and their assistants, Main Street Elementary, Florence School District Three

Wednesday, August 17, 1994 (Toni was assisted by Don Fender)

**Reynel Evans, Pate Elementary, Darlington County School District

Lou Anne Dozier, South Dillon Elementary, Dillon School District Two

Thursday, August 18, 1994

Natalie Nelson and Jimmie Lynn Greer, Anderson Primary/Tomlinson Center, Williamsburg County School District

Belinda Gaunce, Cherryvale Elementary, Sumter School District Two

Friday, August 19, 1994

Cheryl Stubbs and Polly Green, Latta Elementary, Dillon School District Three

Sara Holden, McLaurin Elementary, Florence School District One

WEDNESDAY, SEPTEMBER 7, 1994 - TONI WAYLOR BOWEN

Belinda Gaunce, Cherryvale Elementary, Sumter School District Two

SATURDAY, SEPTEMBER 10, 1994 - *++CAROLYN MONACO

Conducted workshop, "Stimulation Activities for Children with Varying Degrees of DeafBlindness" (approximately 55 education professionals in attendance)

---

* Resumes were requested

**Project SHARE Employees

+ Funding provided for by TRACES

++Funding provided for by Low Incidence Disabilities

WEEK OF SEPTEMBER 12, 1994 - TONI WAYLOR BOWEN

Monday, September 12, 1994
Charles Branch, Patty Smith, and Carol Roy at Lester Elementary, Florence School District One
Mary Busha and Kathleen Mulligan, Delmae Elementary, Florence School District One
Libby Broom, Southside Middle School, Florence School District One

Tuesday, September 13, 1994
Lou Anne Dozier, South Dillon Elementary, Dillon School District Two (Met in the morning and in the afternoon)
Cheryl Stubbs and Polly Green, Latta Elementary, Dillon School District Three
**Katie Kendrick to discuss her students in Lou Anne's class

Wednesday, September 14, 1994
Carla Steele, Brockington Elementary, Darlington County School District
**Rebekah Tedder and Reynel Evans, Pate Elementary, Darlington County School District
Katie Kendrick to discuss her students in Rebekah Tedder's class

Thursday, September 15, 1994
Natalie Nelson, Jimmie Lynn Greer, and Bertha Butler Anderson Primary/
Tomlinson Center, Williamsburg County School District

Friday, September 16, 1994
Sara Holden, McLaurin Elementary, Florence School District One
Betty Clark and Gayedawn Gibbs, Main Street Elementary, Florence School District Three

FRIDAY, SEPTEMBER 30, 1994 - ELLEN J. MACKIE

Viewed and discussed a video on "Touch Cues" with Ty Gundell, West Hartsville Elementary, Darlington County School District

* Resumes were requested
**Project SHARE Employees

MONDAY, OCTOBER 17, 1994 - *+CATHY BROWDER

Mrs. McFarland (Teacher Assistant) and Bertha Butler, Anderson Primary/Tomlinson Center, Williamsburg County School District

TUESDAY, OCTOBER 18, 1994 - ELLEN J. MACKIE

Viewed and discussed a video on "Touch Cues" with Sara Holden and her Assistants, McLaurin Elementary, Florence School District One

WEDNESDAY, OCTOBER 19, 1994 - ELLEN J. MACKIE

Viewed and discussed a video on "Touch Cues" with Rebekah Tedder, Reynel Evans, their Assistants, Katie Kendrick, and Speech/Language professionals, Pate Elementary, Darlington County School District

MONDAY, OCTOBER 24, 1994 - TONI WAYLOR BOWEN

Belinda Gaunce, Cherryvale Elementary, Sumter School District Two

TUESDAY, OCTOBER 25, 1994 - TONI WAYLOR BOWEN

Lou Ann Dozier, South Dillon Elementary, Dillon School District Two

THURSDAY, OCTOBER 27, 1994 - ELLEN J. MACKIE

Viewed and discussed a video on "Touch Cues" with Carol Roy, Charles Branch, Patty Smith, and Assistants, Lester Elementary, Florence School District One

FRIDAY, OCTOBER 28, 1994 - CATHY BROWDER

Bethaney Williams and Bertha Butler, Anderson Primary/Tomlinson Center, Williamsburg County School District

* Resumes were requested
**Project SHARE Employees
+Funding provided for by TRACES

FRIDAY, OCTOBER 28, 1994 - ELLEN J. MACKIE

Viewed and discussed a video on "Touch Cues" with Belinda Gaunce, Assistants, Mrs. Artis, Principal, Mrs. Banister, District Office Coordinator, and Physical Therapist, Cherryvale Elementary, Sumter School District Two

FRIDAY, NOVEMBER 11, 1994 - CATHY BROWDER

Bethaney Williams and Bertha Butler, Anderson Primary/Tomlinson Center, Williamsburg County School District

WEDNESDAY, NOVEMBER 30, 1994 - CATHY BROWDER

Bethaney Williams and Bertha Butler Anderson Primary/Tomlinson Center, Williamsburg County School District

FRIDAY, DECEMBER 9, 1994 - CATHY BROWDER

Bethaney Williams and Bertha Butler Anderson Primary/Tomlinson Center, Williamsburg County School District

* Resumes were requested
**Project SHARE Employees

xc: Robert C. Scott, Director, Pee Dee Education Center
John K. Segars, Assistant Director, Pee Dee Education Center
Steering Committee, Low Incidence Disabilities
Board of Directors, Pee Dee Education Center
Special Education Coordinators, Pee Dee Education Center
Toni Waylor Bowen, TRACES
Mary Ginn, Coordinator Deafblind Project, SDOE
Kathleen Mulligan, Suzann Long, Gretchen Schroder, and Katie Kendrick

prepared 11/29/94

PEE DEE REGIONAL EDUCATION CENTER

P.O. Box 829 142 South Dargan Street
Florence, South Carolina 29503
(803) 669-3391

Clarendon
Darlington
Dillon
Florence
Lee
Marion
Marlboro
Sumter
Williamsburg
Francis Marion University

October 3, 1994

Ms. Stiney Gardner
Special Education Coordinator
Williamsburg County School District
416 Lexington Avenue
Kingstree, SC 29151

Dear Ms. Gardner:

As we discussed on the phone last week, Cathy Browder, Consultant for the Deafblind Program, will be assisting in Mrs. Butler's and Mrs. Nelson's classes on the following dates:

Monday, October 17, 1994
Friday, October 28, 1994
Friday, November 11, 1994
Wednesday, November 30, 1994
Friday, December 9, 1994

During Cathy's visits, she will assist the teachers in setting up an activity based curriculum and arrange the classrooms so there is maximum stimulation for the students with deafblindness. If you have any questions regarding Cathy's role, etc., please call me at 669-3391.

Sincerely,

Ellen J. Mackie

Ellen J. Mackie, Coordinator
Low Incidence Disabilities

EJM/vlw

xc: Natalie Nelson, Tomlinson Center
Bertha Butler, Tomlinson Center
Martha Haines, Guidance Counselor, Tomlinson Center
Dr. James Franklin, Superintendent, Williamsburg County
Robert C. Scott, Jr., Director, Pee Dee Education Center
Cathy Browder, Consultant for the Deafblind Program

* * * * *IMPORTANT NOTICE* * * * *

Free Workshop for Special Education Teachers

Low Incidence Disabilities
Presents:

Carolyn Monaco
Coordinator of Deaf-Blind Services
W. Ross McDonald School
Ontario, Canada

"Stimulation Activities for Children with Varying Degrees of Deaf-Blindness"

When: Saturday, September 10, 1994

Where: Holiday Inn
I-95 and 52 in Florence

Time: 9:00 a.m. -- 3:00 p.m.
(Lunch on your own)

Low Incidence Disabilities, Pee Dee Education Center
142 South Dargan Street, Florence, SC 29506
(803) 669-3391

SUMMARY OF TEACHER ASSESSMENTS FROM "STIMULATION ACTIVITIES FOR CHILDREN WITH VARYING DEGREES OF DEAF-BLINDNESS, " SEPTEMBER 10, 1994

Communication with students

15 Effective methods of communication with multi-handicapped/deaf-blind students

21 Methods/techniques to provide maximum stimulation for multi-handicapped/ deaf-blind students
  11 Classroom arrangement
  14 Manipulatives
  19 Activities

9 Orientation/Mobility activities for multi-handicapped/deaf-blind students

X Other (List suggestions)

Communication with non-verbal PMH students; Using sign language for communication with profound disabilities; understanding audiological reports; anything that will move him cognitively forward; general information on deafblindness with specifics on my student; activities for students who are in wheelchairs most of the time(they are blind or visually impaired

Communication with Parents

15 Effective communication techniques inorder to communicate more effectively with parents of multi-handicapped/deaf-blind students

X Other (List suggestions)

training for parents so they can carry over activities worked on at school

Summary of Teacher Assessment
Page 2

Inclusion/Mainstreaming

__9__ Mainstreaming multi-handicapped/deaf-blind students

__8__ Inclusion of the multi-handicapped/deaf-blind students

__X__ Other (List suggestions)

training for reg. ed. teachers on inservice day--they need to be excused for inservice

Technology

__10__ Computer training

__19__ Use of adaptive technology with handicapped students

__X__ Other (List suggestions)

use of switches; computer adaptations; I know very little about adaptive technology for the blind and phys.hand.; Are there any grants that could be written to acquire computers for each individual student in the class?; Teachers need classes in instruction of the multi-handicapped child. What is the possibilty of getting classes for teachers in our area?

TEACHER NEEDS ASSESSMENT
PROJECT SHARE
LOW INCIDENCE DISABILITIES PROGRAM

Name ____

Address ____

____

Phone ____

Position ____

School District ______________________________________

Please check areas of need

Communication with students

_____ Effective methods of communication with multi-handicapped/deaf-blind students

_____ Methods/techniques to provide maximum stimulation for multi-handicapped/deaf-blind students
  - _____ Classroom arrangement
  - _____ Manipulatives
  - _____ Activities

_____ Orientation/Mobility activities for multi-handicapped/deaf-blind students

_____ Other (List suggestions)

____

____

Communication with Parents

_____ Effective communication techniques inorder to communicate more effectively with parents of multi-handicapped/deaf-blind students

_____ Other (List suggestions)

____

____

(Over)

PARENT/FAMILY NEEDS ASSESSMENT
PROJECT SHARE- LOW INCIDENCE DISABILITIES PROGRAM

Child's Name ____

Male ______ Female ______ Age ______

Parents' Name ____

Address ____

____

Telephone ____

School ____

Teacher's Name ____

Any other person who cares for child ______________________________

Please check areas you would like to learn more about (check all that apply)

______ Personal Care: brushing teeth; washing; showering; bathing; dressing

______ Medical Care: selecting healthcare; Medicare and Medicaid Service; Supplemental Security Income (SSI)

______ Meals: setting/cleaning table; table manners; social interaction; making/planning breakfast, lunch, dinner; feeding themselves

______ Clothing Care: sorting; washing; folding; hanging; putting clean clothes away

______ House Care: making bed; dusting; vacuuming; loading/unloading dishwasher

______ School: Individual Education Plan (IEP) meetings; ways to talk with my child's teacher; Individual Transition Plans (ITP) (for older students)

______ Recreation/leisure: toys; games; family outings; finding leisure activities through the community (YMCA; exercise)

______ Community: buying stamps/mailing letters at the Post Office; choosing a restaurant; choosing from a menu; locate a store based on needs; determine price; locate cashier

prepared 9/16/94

LOW INCIDENCE DISABILITIES
STEERING COMMITTEE

Ellen J. Mackie, Project Coordinator
Pee Dee Education Center
P. O. Box 829
Florence, SC 29503
(803) 669-3391

Lynn Wisnoski, Administrative Assistant
Pee Dee Education Center
P. O. Box 829
Florence, SC 29503
(803) 669-3391

Robert C. Scott, Director
Pee Dee Education Center
P. O. Box 829
Florence, SC 29503
(803) 669-3391

Gretchen Schroder
Project SHARE
P. O. Box 829
Florence, SC 29503
(803) 669-3391

Kathleen Mulligan
Project SHARE
P. O. Box 829
Florence, SC 29503
(803) 669-3391

Dr. John M. Kirby, Superintendent
Dillon School District Three
P. O. Box 458
Latta, SC 29565
(803) 752-7101

Jane Martin, Special Education Coordinator
Dillon School District Three
P. O. Box 458
Latta, SC 29565
(803) 752-7101

Sue M. Lane, Lead Service Coordinator
Department of Disabilities and Special Needs
108 S. Acline Street
Lake City, SC 29560
(803) 394-7814 or (803) 662-4021

Dr. Lane Floyd, Superintendent
Florence School District Three
P. O. Drawer 128
Lake City, SC 29560
(803) 394-8652

Juanita Wilson, Special Education Coordinator
Florence School District Three
P. O. Drawer 128
Lake City, SC 29560
(803) 394-3353

Mary Ginn
State Department of Education
505 Rutledge Building
1429 Senate Street
Columbia, SC 29201
(803) 734-8784

Suzanne Swaffield
State Department of Education
505 Rutledge Building
1429 Senate Street
Columbia, SC 29201
(803) 734-8222

Harris Mack, Rehabilitative Children's Counselor
SC Commission for the Blind
776-E North Jefferies Blvd.
Walterboro, SC 29488
1-800-922-2222

Beverly Damon, Coordinator
BabyNet
145 E Cheves Street
Florence, SC 29506
(803) 661-4857

Brenda Shirley, Director, Multihandicapped Division
SC School for the Deaf and the Blind
355 Cedar Springs Road
Spartanburg, SC 29302-4699
(803) 594-3281 or (803) 594-3282

GEORGIA DEAF-BLIND PROJECT
WEEKEND RETREAT
SIMPSONWOOD RETREAT CENTER

FRIDAY, FEBRUARY 3, 1994

6:00 - 7:30 p.m.	Dinner
7:30 p.m. - 9:00 p.m.	Let's Communicate (Communication Crackerbarrel) (Bring videos, communication systems, ideas and problems for discussion and assistance.)
9:00 p.m.- 10:00 p.m.	Social hour and video time.

SATURDAY, FEBRUARY 4, 1994

9:00 a.m. - 3:45 p.m.	Orientation and Mobility for Infants, Toddlers, Children and Youth with Deaf-Blindness
4:00 p.m. - 4:30 p.m.	Mentoring Plans and Future Training

FOUR TEACHERS FROM THE PEE DEE REGION WILL BE ATTENDING.

1 SDU Credit will be given for this retreat.
Meals included.
Lodging available Friday and Saturday night- See registration form.

ATTACHMENT G

AWARENESS CONFERENCE CO-HOSTED BY S.C. SCHOOL FOR DEAF AND BLIND AND PROJECT SHARE

AGENDA
SATISFACTION SURVEY

DEAF-BLIND AWARENESS CONFERENCE
September 17 - 19

The Conference met my expectations?	52	Yes	0	No
The information provided will help me with my daily responsibilities?	49	Yes	0	No
The conference was well planned and organized?	52	Yes	0	No
I would like to see more training opportunities related to the deaf-blind child?	52	Yes	0	No

Please mark your appropriate response:	Excellent 1	2	Average 3	4	Poor 5
WHO IS THE DEAF-BLIND CHILD (Blaha)	36	13	2	0	0
COMMUNICATION ISSUES (Blaha)	39	11	2	0	0
FUNCTIONAL VISION (Efron)	39	10	2	0	0
TRANSITION (Steveley)	16	24	8	0	0
UNDERSTANDING BEHAVIORS (Glenn)	33	13	4	1	0
Overall, I would rate this conference as:	36	15	1	0	0

Comments:

- As a new person in this state and new to deaf-blind, I would have liked an opportunity to "formally mingle" a little more with maybe a little more social structure to meet more people - I'm not as out-going as I should be when I am alone! But the information was "superb" and ideal for someone starting from scratch. I am taking back so much - I just hope I can spread it around as effectively!!! My needs were met.
- Excellent! I really learned a lot. Please continue the good work which you have provided during this conference. Excellent team work and personalities.
- Extremely well thought out and executed. Speakers were excellent, facilities were great!

- As a VR counselor (Adult Care Services), I continue to have a greater appreciation for individual educators who teach my clients as children. What they provide to my clients as children helps me in providing services to them as adults. Thank you.
- Great speakers! Look forward to next year's 2nd Annual. Great contact information! Thanks!
- Good, informative speakers and nice accommodations, well-planned..let's do another one.
- Tremendous conference--thanks to everyone who helped get this together.
- I enjoyed the conference very much. Also, I would like to participate in any future conferences and/or trainings.
- Well organized--appreciate being kept on schedule. Hand-out and materials are great--Keep them coming.
- The accommodations were excellent and all information will be useful.
- Very informative--in future please stick to schedule.
- Bravo!!! Encore-encore-such a well organized Awareness workshop on deaf-blindness. Presenters were superb and brought excellent first-hand knowledge and expertise to participants. Thanks for linking us into this unique and special network. Looking forward to going back and applying new awareness. Great accommodations!
- The conference met its objective of making me aware of the problems of the deaf-blind.
- Excellent conference, location was great, staying on time and task was great, the presenters were well informed and able to get their message over in an understandable way. Looking forward to this kind of conference again to inform some more folks from our school district.
- As a new director of special services, the awareness conference was an eye-opener as well as informative. I anxiously await the next conference as well as newsletter and any information that is disseminated through the center.
- Excellent.
- Thank you for giving me the opportunity to expand horizons, open new doors of learning, to network out with other agencies (need CRS, Babynet too). To clarify purpose and leaving with a better awareness of deaf-blind and thanking you for opportunity to wake up in a.m. and experience a most beautiful sunrise. Very organized, wonderful accommodations, will be looking forward to future training.
- More training please.
- Very informative! The Deaf-Blind Awareness Conference needs to be a yearly event. Always, more training needed.
- Thanks for the opportunity to attend! I am new to the field and found much helpful information in this conference. The speakers were excellent. Food and lodging was great also.
- As a service coordinator for M.R. population 5-death, the issues addressed will help me better meet the needs of individuals I serve. I believe this would benefit others who have my same position with disabilities boards.
- I enjoyed the part I attended very much. Should have another one soon.
- I am going away with ideas of how to work with a new student. Thank you.
- Wonderful opportunity to meet people from many school districts and agencies statewide.
- Thank you--the sessions were wonderful as were the accommodations.

- Excellent conference. Would have liked to hear more from Steveley and Blaha, especially Steveley.
- The sessions were very informative.
- Very well planned, excellent.
- Good location/facilities, good time of year, next conference could we get some technology information?
- Very informative.
- Very interesting and informative!
- I would love to see another conference with more on communications issues and include more techniques. Also more on understanding behaviors. Efron's part on Functional Vision was very informative. I can't wait until the next one. I love this site also.
- Most speakers seem to go over time limits--still uncertain of level definitions--would be helpful to have copies--conference did a good job raising awareness of issues in identifying and education of deaf-blind students; will take a closer look at who identify as PMH vs DB.
- Would like to see a conference on Usher's Syndrome for hearing impaired teachers.

AGENDA

DEAF-BLIND AWARENESS CONFERENCE

"Linking Individuals with Destinations"
Springmaid Beach
Myrtle Beach, SC

September 17 - 19, 1995

Sunday, September 17, 1995
5:00 p.m. - 7:00 p.m.
Registration and Welcome
Enjoy and have fun!
Dinner on your own!

Breakfast will be served between 7:15 a.m. - 8:30 a.m. in the dinning hall.

CONFERENCE WILL BEGIN PROMPTLY AT 8:45 A.M.

DEAF-BLIND AWARENESS CONFERENCE
MONDAY, SEPTEMBER 18, 1995

Mr. Robert C. Scott, Jr., Presiding

8:45 a.m.	Mr. Charles Bethea, Chairman, Board of Directors, Pee Dee Education Center and Superintendent, Marion School District One "Welcome"
9:15 a.m.	Dr. Marvin Efron -- "Functional Vision"
10:30 a.m.	Break
10:45 a.m.	Ms. Robbie Blaha -- "Who is the Deaf-Blind Child?"
12:00 noon	Lunch
1:00 p.m.	Ms. Suzann C. Long, Coordinator Deaf-Blind Project "Linking Individuals with Destinations"
1:45 p.m.	Ms. Robbie Blaha -- "Language and Communications"
2:45 p.m.	Break
3:00 p.m.	Ms. Janet Stevely -- "Transition of the Deaf-Blind"

See you in the morning!

DEAF-BLIND AWARENESS CONFERENCE
TUESDAY, SEPTEMBER 19, 1995

Mr. Robert C. Scott, Jr., Presiding

9:00 a.m.	Mr. Steve Glenn -- "Understanding Behaviors"
10:15 a.m.	Break
10:30 a.m.	Ms. Suzanne Swaffield -- "Laws, Definitions, and the Red Book"
11:15 a.m.	Mr. Craig Jacobs -- "Deaf-Blindness is not Contagious, nor is There an Immunization"
12:00 noon	Lunch

THANK YOU FOR PARTICIPATING IN OUR CONFERENCE!!

ATTACHMENT H

PLAN OF ACTION FOR MATERIALS RESOURCE CENTER

INTRA STATE SURVEY
INTER STATE SURVEY

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Dr. Barbara Stock Nielsen
State Superintendent of Education

MEMORANDUM

TO: Dr. Dennis Cates, Mr. Jon Dubose, Mr. Jerry Francis,
Ms. Brenda Shirley, Ms. Ellen Mackie, Ms. Cindy Clark,
Ms. Jean Schwartz, Dr. Susan Smith White

FROM: Suzanne G. Swaffield
Education Associate

SUBJECT: Proceedings of Subcommittee, State Advisory Committee for Services to Children and Youth Who Are Deaf-Blind

DATE: January 11, 1995

The subcommittee of the State Advisory Committee for Services to Children and Youth with Deaf-Blindness to address the development of a Plan of Action for an Instructional Materials and Technology Resource Center met January 9, to review existing services in the state and to develop a plan to present to the State Advisory Committee. Please find attached a summary of the proceedings of the meeting.

Since several individuals were unable to attend the meeting, it was determined that a brief survey of existing services should be conducted to capture information about services currently available in the state in the area of instructional materials and technology for students with deaf-blindness and other low incidence disabilities. It would be very helpful if you would complete this survey and return it to this office by **January 27, 1995.**

Thank you for your assistance with this project and I appreciate your continued interest in improving services for children and youth with deaf-blindness in the State.

Attachments

c: Dr. Ora Spann
Dr. Bill Chaiken

db\sub

Proceedings of Subcommittee Meeting

Advisory Committee for Services for Children
and Youth with Deaf-Blindness

January 9, 1995

Members in attendance: Dr. Dennis Cates, Mr. Jon Dubose, Ms. Ellen Mackie, Ms. Cindy Clark, and Ms. Jean Schwartz

Members absent: Mr. Jerry Francis, Ms. Brenda Shirley, and Dr. Susan White

One component of the 300.11 grant, Services for Children and Youth with Deaf-Blindness, is for the State Advisory Committee to develop a Plan of Action for an Instructional Materials\Technology Resource Center to support the regional initiatives for serving children and youth with deaf-blindness and other low incidence disabilities.

The subcommittee met and reviewed the data collected relative to Instructional Materials and Technology Resource Centers throughout the United States. Twenty three states responded to the survey and provided information on staffing, budgets, population served, and organizational structure. This information indicates that for the states responding, resource centers are in place to provide textbooks, instructional materials and technology to blind and visually impaired students and in some states students with low incidence disabilities including deaf-blindness. The issue to be considered relates to the need for such a facility in South Carolina and the structure of such a center.

The individuals representing agencies involved in the delivery of technology services for individuals with disabilities described the current services available. Ellen Mackie reported the needs of students for technology and instructional materials identified in the Project SHARE area. A brief summary of the services and needs is included for your information.

> The South Carolina Assistive Technology Project provides recommendations relative to assistive devices to families and school districts on request. They have regional offices in Florence, and Greenville and are planning another office for the Low Country. The equipment is housed in the central office in Columbia. Additionally, the project is providing summer institutes in the use of assistive devices for teachers.
>
> The University of South Carolina operates the Center for Excellence within the ETC and provides training to teachers relative to assistive technology for students with disabilities.
>
> The needs identified, so far, by the Project Share Deaf-Blind project relate primarily to low tech devices.

Needs for a more effective system to support the regions in delivery of instructional materials and assistive devices to students who are deaf-blind were identified:

> a facility to house, inventory and recycle assistive devices that are no longer being used by a district;
>
> equipment and assistive technology to be available on a loan basis;
>
> trained personnel within the districts or regions to assess student needs and assistive devices;

a system for providing funds for maintenance of equipment that is purchased by local school districts;

a system for fiscal coordination among agencies in recycling devices no longer needed in an agency/district;

training for teachers working with students with deaf-blindness regarding the use and production of low tech devices;

more resources for purchase of equipment\devices for individuals.

It was the consensus of the subcommittee that some systems relative to assistive technology are currently in place within the state and that it would be appropriate to investigate available resources prior to developing recommendations to the State Advisory Committee regarding the development of a Plan of Action for an Instructional Materials/Technology Resource Center.

It was determined that information is needed regarding services of the School for the Deaf and Blind and the Commission for the Blind relative to provision of instructional materials and technology and the recommendations of the Instructional Technology Task Force of the Department of Education. These programs will be surveyed regarding the assistive technology services in place or planned. The Subcommittee will review the information, identify any gaps, and develop recommendations for the State Deaf-Blind Advisory Committee at the next meeting.

Other Agencies identified by the group to be surveyed regarding provision of instructional materials and technology include:

USC Speech and Hearing Clinic
DDSN
Medicaid
CRS

At this meeting the subcommittee addressed instructional technology and assistive devices rather than the other instructional materials needs as the Department of Education is seeking input from the field about needs related to instructional materials for students who are blind and visually impaired and deaf-blind. This information will be provided to the subcommittee when available.

A meeting will be scheduled in February to review the information collected regarding exisiting resources and to develop recommendations for the State Advisory Committee for Children and youth who are Deaf-Blind.

SURVEY OF SERVICES IN THE AREA OF INSTRUCTIONAL MATERIALS AND TECHNOLOGY FOR INDIVIDUALS WHO ARE DEAF-BLIND

NAME OF AGENCY/ORGANIZATION________________________________

NAME OF PERSON COMPLETING INFORMATION__________________________

PHONE NUMBER____

PLEASE DESCRIBE SERVICES:

Population Served (disabilities, ages etc.)__________________________

____

Service Delivery System (centralized, regional)________________________

____

Services provided:

______evaluation of students
______evaluation of equipment
______loan of equipment
______funding
______storage
______other, please describe________________________________

Please add any additional comments that may be helpful in determining a plan for assuring appropriate support in the area of instructional materials and technology for children and youth who are deaf-blind.

____

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STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Dr. Barbara Stock Nielsen
State Superintendent of Education

MEMORANDUM

TO: Dr. Dennis Cates, Mr. Jon Dubose, Mr. Jerry Francis,
Ms. Brenda Shirley, Ms. Ellen Mackie, Ms. Cindy Clark,
Ms. Jean Schwartz, Dr. Susan Smith White

FROM: Suzanne G. Swaffield Suzanne
Education Associate

SUBJECT: Plan for Developing Statewide Instructional Materials and Technology Resource Center for Children with Deaf-Blindness

DATE: December 13, 1994

The South Carolina Department of Education established a Task Force in 1992 to provide input to the Agency on development and implementation of services for children and youth with deaf-blindness, funded through a grant from the United States Department of Education. As you may recall, it was decided at the June Task Force Meeting, that a subcommittee of the Task Force would address the issue of developing a Plan of Action for establishing an instructional materials\technology resource center to support the regional service delivery system for serving children and youth with deaf-blindness and other low incidence disabilities.

I am requesting that you serve on this subcommittee to assist with the development of the plan of action.

The Task Force requested that a survey be conducted of other states relative to the mechanisms in place for providing expensive and difficult to obtain specialized instructional materials and assistive technology for this population. The survey has been completed.

There will be a meeting of the subcommittee on January 9, 1995 at 10:00 PM in room 310 of the Rutledge Building, 1429 Senate Street to review the results of the survey and to develop initiatives to complete the Action Planning Process with the full Task Force.

Please find attached, the information from the grant proposal about the activities related to the Plan of Action for the statewide Instructional Materials and Technology Resource Center. Please let me know if you have any questions or will be unable to attend this meeting. You can reach me at 803-734-8222.

Thank you for your continued interest in the Task Force activities and services for children and youth with deaf-blindness.

c: Ora Spann
Bill Chaiken

/ss
[illegible]

1429 SENATE STREET COLUMBIA, SOUTH CAROLINA 29201 (803) 734-8492 FAX (803) 734-8624

SURVEY OF INSTRUCTIONAL RESOURCE CENTERS

Agency Name	Staff Full	Part	Volunteer	Budget Personnel	Facility	Materials	Funding Sources	Organizational Structure	Population Served
Alabama	10	1	4	$282,040	$15,000	$26,182	St. & Fed. APH Quota	Comb. of Agen	BI & VH
Alaska	33	0	0	1,200,000	90,000	5,000	State & Fed.	Sep. Agency	VI,MH,HI,DB, ED,Presch
Arizona	5	1	5	99,000	25,000	75,000	Fed Quota, Library Serv. Fee, Az DOE	Private	BI & VH
Arkansas	2	0	0	80,000			Area Serv. Grant Resident School	Sch. f/t BI, DOE	BI & VH
California	12	6	0	535,145	-	208,998	Fed Spec. Ed Fund Instr. Mat. Fund	DOE	VI,HI,OI,LD
Colorado	4	1	70	154,871	0	60,300	VI-B, Fed Quota	Sep. Agency, DOE Comb of Agen	BI & VH
Delaware	2	1	67	-	-	-	-	St. Agency f/t Bld. & VI,Dept. of Health & Social Services	BI & VH
Florida	12	1	200	527,513	21,000	300,000	Fed. Quota, State Gen. Revenue IDEA	Comb of Agen.	BI & VH, Public-Assistive Tech Preview Ctr.
Georgia	2	0	-	23,000	3,000	141,000	Fed. Quota Fed EHA	Sch f/t BI DOE	Legally Blind
Idaho	5	1	varies	5,500,000			Fed. Quota St. Legis.	Sch. f/t BI	BI,VI,Deaf,HH
Illinois	5	3	varies	268,084	90,000	431,929	Legislature	School District	BI & VH
Indiana	7	0	varies	161,000	5,000	158,000	LPPF Grant & IERC Grant	Comb of Agen	BI & VH, Source Tapes for LD Stud.
Kansas	3		varies		Total budget $281,250		St. & Fed. VI-B	Sch f/t BI	BI & VI
Louisiana	9	1	0	237,588	50,000	-	St. & Fed.	DOE	BI & VH,Low Inc– Vision
Maine	1	0	10	17,600	18,000	-			

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Missouri	1	1	0	-	-	-	APH, Midwestern Braille Missouri Sch f/t Blind	Sep Agen	Legally Blind
Nebraska	22	2	1	-	-	-	APH, Dept. of Nebraska	DOE	Legally Blind
New York	8	0	varies	446,068	-	83,600	IDEA	Sch. f/t Bld, DOE	Legally Blind, VI and LD
Ohio	7	-	1	-	-	-	Fed. Quota, IDEA	School District	Low Incl., sev hand.
Oregon	3	1	15	150,000	17,000	11,000	APH, State	DOE	Bld & VI
Pennsylvania	14	7	35	650,000	225,000	-	IDEA, State	DOE	Bld & VI, All Disab.-Asst Tech Services
Virginia	7	7	50	325,673	34,000	263,327	State Funds		VH
West Virginia	4	0	0	98,923	11,500	48,700	SDE	School f/t Bld	Bld & VI
Wisconsin	9	0	0	384,000	90,300	-	IDEA	School f/t Bld	Bld & VI

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SURVEY OF SERVICES IN THE AREA OF INSTRUCTIONAL MATERIALS AND TECHNOLOGY FOR INDIVIDUALS WHO ARE DEAF-BLIND

NAME OF AGENCY/ORGANIZATION S.C. Commission for the Blind

NAME OF PERSON COMPLETING INFORMATION Jerry Francis

PHONE NUMBER (803) 734-7567

PLEASE DESCRIBE SERVICES:

Population Served (disabilities, ages etc.) Legally blind individuals (children working-age adults, and the elderly.

Service Delivery System (centralized, regional) Centralized management with regional delivery system.

RECEIVED
JAN 1 3 1994
S.C. Dept. of Education
Office of Technical Assistance

Services provided:

X evaluation of students
___ evaluation of equipment
X loan of equipment
X funding
___ storage
X other, please describe Counseling and family support

Please add any additional comments that may be helpful in determining a plan for assuring appropriate support in the area of instructional materials and technology for children and youth who are deaf-blind.

The S.C. Commission for the Blind may obtain materials on a loan basis from the Helen Keller National Center.

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SURVEY OF SERVICES IN THE AREA OF INSTRUCTIONAL MATERIALS AND TECHNOLOGY FOR INDIVIDUALS WHO ARE DEAF-BLIND

NAME OF AGENCY/ORGANIZATION *S. C. School for the Deaf and the Blind*

NAME OF PERSON COMPLETING INFORMATION *Craig Jacobs*

PHONE NUMBER *(803) 594-3355*

PLEASE DESCRIBE SERVICES:

Population Served (disabilities, ages etc.) *Deaf, Blind, Multi-Sensory Disabled Ages: birth - six (Parent Infant); K-12 (Campus program); Adults (Post-Secondary Program)*

Service Delivery System (centralized, regional) *Parent Infant Program is state-wide; campus and post-secondary serves students state-wide in central location*

Services provided:

__X__ evaluation of students
_____ evaluation of equipment
__X__ loan of equipment *(some)*
_____ funding
_____ storage
_____ other, please describe

Please add any additional comments that may be helpful in determining a plan for assuring appropriate support in the area of instructional materials and technology for children and youth who are deaf-blind.

The agency has an Assistive Devices Center on the main campus with samples of assistive devices on display.

The agency is in the midst of a capital campaign to enhance the availability of technology (primarily computers) for students that will be centered around the Learning Resource Center (LRC). Construction of the LRC is scheduled to begin in March of this year with completion in early 1996. The intent is for this facility to be a state-wide resource for those who serve the sensory disabled.

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